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THESIS

THE VALUE AND PROCEDURE IN USING SCHEMES FOR EVALUATING STUDENT TEACHERS WITH SPECIAL REFERENCE TO NEW HAMPSHIRE.

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INTRODUCTION

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INTRODUCTION

America is a land of idealism. This idealism is very clearly evidenced in the teaching profession. The ultimate aim of education is the betterment of humanity, realized through the achievement of certain, definite objectives. These objectives aim to produce individuals who are mentally alert, physically fit, and socially adjusted. The responsibility for the realization of these ideals rests on the classroom teacher. The teacher is an important factor in directing the activities and molding the characters if the youth of our land. Attitudes and ideals of citizenship, social adaptation, and the development of personality depend on teacher-pupil reactions and responses.

There is little financial gain for those engaged in the business of education. It ceases to be a trade on that account and because it aims to help mankind, it becomes a profession. The progress and development of any profession depend on the progress of its professional schools. The product of the school of education is the classroom teacher. Her efficiency depends to a great extent on the objectives of the professional school, which she attends. Therefore, if teaching is to rank as a profession, certain standards must be established. These standards must come from within the profession and must be accepted by society as fulfilling the aims and objectives of our changing civilization.

Teacher-training has become increasingly important. An interest in its activities is evident on every hand both within and without educational circles and as a result there is much weighing and revising of procedures and activities. This is forced in a way by the changing conditions in the public schools. Research has taken on amazing proportions and, as a result, junior high schools, ability grouping, individual instruction, and opportunity classes are developing in our schools. The key to the success of these changes is found in the teacher who has a broad background of subject matter, who is familiar with progressive educational theory and who has originality in devising procedures which conform to scientific principles. President Brown of Illinois State Normal University[1] states, "The best teacher is a widely educated man or woman whose mind is so well equipped that pupils seldom come in vain for enlightenment and inspiration. While educational technique is necessary it should not be carried so far that the teacher becomes a skillful technician, but not a source of light." The article is summarized by President Brown when he says, "I am convinced that the individual teacher in the classroom, daily meeting the children of all classes of society, molding their ideas, and shaping their characters is without

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[1]H. H. Brown, "Building a Profession of Education Through Improved Teacher Preparation", SCHOOL AND SOCIETY, XXXIII (April 25, 1931) no. 852, p. 553.

exception the greatest influence in American life and occupies a more important relationship to human happiness and welfare and does more to carry forward a progressive and beneficial civilization than the practitioner of any other profession."

A grave responsibility rests on the teacher-training institution. Its duty is to turn out teachers fitted to assume the challenge and meet the obligations. The most important part of a prospective teacher's school life is the time spent in training for in it she demonstrates her ability to put into practice the theory which she has gained. This laboratory period of training must disclose to the beginning teacher the progress which is being made and the problems which must be solved. How is the critic teacher to measure progress and what aids are there which will assist her in diagnosing and planning remedial work?

The purpose of this paper is to discuss THE VALUE AND PROCEDURE OF USING SCHEMES FOR EVALUATING STUDENT TEACHERS WITH SPECIAL REFERENCE TO NEW HAMPSHIRE. The terms, rating and evaluating, should not be confused. Rating implies a mere estimate of achievement and is ordinarily used for administrative purposes. Evaluation, which is accomplished by means of rating, aims at the improvement of teaching.

The practice of rating teachers for administrative purposes is in great disfavor. The use of rating scales as a device to aid supervision is more popular. Educators as a whole advocate evaluating training by means of rating

plans. It is essential that students in training know the standards by which they are judged and the progress they are making in attaining success.

Almost every school system of any size has some scheme for rating its teachers. Teacher-training institutions are engaged in preparing teachers for vacancies in the public schools and their ratings parallel in history the development of public schools. The product of the training school must satisfy the demands of the public as well as contribute progressive methods and new ideals to that public. Procedures in teacher-rating vary greatly. Individual differences of administrators cause the emphasis to be placed on different phases of the work. A survey of the common practices in representative training schools, the country over, has been carried out in order that, in this discussion, practices in New Hampshire could be intelligently compared with the practices in the majority of training schools.

A professional school of education aims to prepare its students to become successful teachers. Theimportance, the necessity, the history and the common practices in rating teachers are all important but they are insufficient without a clear, definite picture of what really constitutes good teaching. The technique of instruction is an important part of the teaching act. What is taught is valuable but how it is taught is of equal importance. The retention may be uncertain but the concomitants which accompany the learning persist after the material has been forgotten. It behooves

teachers to give careful attention to method as well as to material.

Personality is a much discussed topic. It has come to be considered a vital factor in teaching ability for the efficiency of instruction is conditioned to a large extent by the teacher's personality. If this is true, teacher-training institutions must give careful consideration to the problem of developing the proper teaching personality. A portion of this paper is devoted to a discussion of the things which have been done in recognizing personality problems and in planning remedial work which will overcome the difficulties.

Teachers frequently fail, not because they are unfamiliar with the technique of instruction but because they fail to make the proper community adaptations. A teacher's influence should not be confined within the walls of her school-room. Her teaching is successful to the degree in which she is a force for good not only in her school-room but in the community at large. A knowledge of what is expected of her and what she owes society should occupy an important place in her practice teaching.

This paper pays particular attention to the needs of teacher training in New Hampshire. Any discussion of good teaching, therefore, must be based on information concerning what New Hampshire superintendents and headmasters require in their teachers. This has been accomplished by

means of a questionnaire designed to discover whay they consider essential.

Change for the sake of change is not intelligent. Former practices must be evaluated before new procedures are suggested. Correlations have been made in this paper between the marks received by a group of eighteen students in practice teaching and the marks received by the same group in actual teaching at the end of their first or second year. Correlations have also been made between both sets of marks and the academic marks of the group. The results show whether these people are fulfilling the expectations of their supervisors or whether the judgment of their supervisors was poor. In other words, the efficacy of present procedures is indicated and the wisdom of revisions is indicated.

Education is an important business. Its capital is not invested in real estate but in the enthusiasm, idealism, and service of its followers. It is only as they realize in full what they are doing, why they are doing, and the degree of success which they attain in their work that education will advance, not only in New Hampshire but in the country at large. That the above objectives may be realized, the discussion in this paper centers around a few big problems:

1. Is it necessary to rate teachers?
2. What are the common practices in rating?
3. What are the criteria for judging teaching?
4. To what degree have student-teacher ratings predicted teaching success?
5. Of what value are rating cards during practice teaching?
6. What constructive recommendations result from the study?

CHAPTER II

THE NECESSITY OF RATING TEACHERS

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THE NECESSITY OF RATING TEACHERS

It has been said that wherever pupils congregate, there teachers are rated. Is it not true that they are rated by other groups, parents, school officials, and even teachers themselves? No other occupation is criticised more freely or more extensively than the teaching profession. E. C. Elliott[1] made the statement, "that of all the factors and influences entering into educational processes and results none is subjected to the scale of the measuring rod more frequently than the teacher."

There were in 1927 more than 825,000 teachers and 50,000 administrators, supervisors, and principals at work in elementary and secondary schools in the United States.[2] Between the years 1920-1924, the number of public elementary school teachers increased on an average of 7,705 each year while the increase in the number of high school teachers averaged 10,568 for each year. It is evident because of the vast number of people engaged in the work that some adequate means of judging their ability is absolutely essential. Personal opinion alone, with its prejudices and inconsistencies will not suffice.

The whole question of teacher rating has baffled and

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[1]E. C. Elliott, "How Shall Merits of Teachers be Tested and Recorded?", EDUCATIONAL ADMINISTRATION AND SUPERVISION, I, (1915), p. 291.

[2]William McKinley Robinson, "Preparation of Teachers", BULLETIN, 1927, no. 36, Department of the Interior, Bureau of Education, p. 2.

puzzled the teaching profession for years. Some progress has been made but rating schemes are still "under fire", especially when used for administrative purposes. Much unfavorable criticism is directed at certain phases of rating because of the unscientific manner in which plans are made and the way in which they are used. The teaching profession objects strenuously to the use of rating scales for determining teacher promotion.

Our discussion centers around rating in the broader sense of evaluation of progress as applied to teacher-training. Ralph F. Strebel[1] states that, "Evaluation is the focal point of our whole scheme of teacher preparation. It offers one of the most effective means of initiating an integration program of a student's entire training personality and capacities. It is the pulse beat which indicates the internal condition of nature and effectiveness of institutions preparing teacher." He summarizes its values as:

1. It serves as a means of analyzing the effectiveness of the student-teacher's work, on the basis of his ability to apply a sound educational philosophy to a teaching situation.

2. It provides a basis for discussion in conference periods.

3. Its continual growth provides a "running inventory" of a student's growth.

4. It provides a check on the integration between

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[1]Ralph F. Strebel, "Purposes of Evaluation of Student Teachers", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XVII no. 5, (May 1931), p. 336.

subject-matter, theory and practice.

Dr. Bagley[1] questions whether the analysis goes deeper than surface details, dealing with fundamental issues of teaching or emphasizes the "routinous mechanics" of the process. He states than an examination of rating schemes reveals that major emphasis is put on the personal qualifications of the student-teacher. No one would question the assertion that the value of all traits lies in the ability to produce educational results. It seems hardly fair to generalize so broadly or to imply that rating schemes as a whole do not contribute to the achievement of educational aims. The use made of any scheme is, after all, affected by the individual differences and colored by subjective judgments.

The evaluation of teaching is the foundation of all educational progress. Educators must evaluate theories and movements, the supervisor must evaluate methods and practices while the teacher must evaluate herself in terms of pupil growth and development.

We are living in an age of score cards. The teaching profession has no sole claim to the scheme. Many other businesses make use of similar devices because they insure some degree of objectivity and are more efficient and more economical of time. Our discussion concerns the evaluation of student-teaching. The score card is certainly a time saver to the busy supervisor. It is also a great help to the self-searching, ambitious student-teacher.

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[1]Ralph F. Strebel, "Purposes of Evaluation of Student Teachers", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XVII no. 5 (May 1931) p. 337.

Evaluation is more than a mere rating. Rating is an introduction to the field of evaluation, which must consider the appropriateness of the subject matter in the light of achieving the desired aims, in the selection of the proper method and in the personality of the teacher as it affects the entire learning process. Judging or evaluating student teaching is intimately interwoven with all aspects of teacher-training. The teachers and supervisor must have common aims and a common point of view concerning the work which they do cooperatively. As Nutt[1] says, "Teacher and supervisor must come to think in common terms and to talk the same language, in the interchange of ideas. That is, they must see, think, and talk about the same points or problems." It is necessary that they plan cooperatively just what they shall do, how they shall do it and together judge the progress they are making in achieving their aims. The score card is the measuring stick of their activities.

The criticism is made that beginning teachers lack definite aims and that they are unable to distinguish the essential from the non-essential. Educational psychology emphasizes the value of knowing the extent of progress one is making. In this connection a measuring device, which emphasizes essentials, motivates the work of the student-teacher as he knows the amount of progress he is making throughout training. The supervisor has a more accurate idea of the relative standing of various students and can judge

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[1]H. W. Nutt, SUPERVISION OF INSTRUCTION, Houghton Mifflin Co. (1920), pp. 97-111.

whether they have gained sufficient skill as student-teachers.

The use of a rating card has one important result which is seldom mentioned. It forms a basis for important student-supervisor reactions. A friendly, cooperative discussion of personality traits, for instance, frequently breaks down inhibitions and restraints as nothing else can and the supervisor gets a true picture of the emotional and mental life of the student. The supervisor is challenged by the needs of the student while the student may see the supervisor in the true light of sympathetic counsellor and understanding friend.

The rating of teachers is as old as teaching itself.[1] It is characteristic of human nature to form opinions readily concerning the success of others. Teachers have been "good, bad, or indifferent" since teaching began. Usually emotional prejudice has been responsible for the judgment rather than knowledge of actual conditions. The public was not greatly concerned over the qualifications of teachers in early times. A considerable advance has been made in our conception of what constitutes adequate training for the coming generation since the days when an advertisement appeared in a Baltimore paper listing school masters with such commodities as port, beef and potatoes.[2]

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[1]John C. Almack and Albert R. Lang, PROBLEMS OF THE TEACHING PROFESSION, Houghton, Mifflin Co. (1925), p. 175.

[2]Arthur S. Gist, "Important Points of View in Teacher-Training", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XVII no. 4, (April 1931), p. 269.

The first supervision[1] in this country was carried on by the minister and the school board. The school was unassuming and so was supervision which merely consisted of a cursory inspection. City schools, as a next step, were placed under a superintendent[2] who inspected and examined. His duties were light for there were no grades and no public high schools, there were no compulsory school laws and only a small proportion of the population was in school.

Conditions are very different to-day.[3] We have 250 cities with a population of over 30,000 and the range in a fourth of them is from 100,000 to 6,000,000. There are over 11,000,000 children who attend city schools. The problems which have arisen as a result of this increase in population are countless. They are concerned with kindergarten, elementary departments, junior high schools, senior high schools, vocational education civic education, health education, tests, measurements, opportunity classes, project methods, socialized recitations and social activities. Our method of living as a country has completely changed. People are brought into closer social relationships through daily mail, telegraph, radio and aeroplane. Fifty years ago there were a score or so of supervisors. Now there are 9,000 city cuperintendents, 3,000 county superintendents, 6,000 super-

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[1]John C. Almack and Albert R. Lang, PROBLEMS OF THE TEACHING PROFESSION, Houghton, Mifflin Co. (1925), p. 135.

[2]Ibid., p. 135.

[3]Ibid., p. 136.

visors and 13,000 principals. Opinions based on emotions no longer suffice in estimating the ability of the vast army engaged in education.

The development of school systems with the growth of population has added importance to teacher-training. The old Prussian maxim, "As is the teacher, so is the school", is too familiar to need discussion. It has been evident throughout our history that if the schools were to keep place with the times the advance had to come by means of better prepared teachers. It has been necessary for teacher-training to parallel in development the progress in the public schools.

The arguments in favor of rating student-teachers far outweigh those which oppose it because rating is the means by which evaluation is secured. No one questions the necessity of supervisor and student evaluating teaching. The problem, then, which confronts educators is; what qualities are essential in a rating plan and how shall the plan be used?

CHAPTER III

THE HISTORY OF RATING AND OBJECTIVE MEASUREMENT

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Samuel Reed Hall[1] in 1823 opened a private school in Concord, Vermont. In the third term of the thrid year, he introduced a new course called "The Art of Teaching". This was the first venture in teacher-training on this hemisphere. Fifteen years later, (1838), Massachusetts[2] set aside the sum of $10,000.00 which supplemented a private bequest of a like amount to be used for the establishment of teacher-training institutions. Three schools were established, two at Lexington and Barre in 1839 and one at Bridgewater in 1840.

Rating teachers on a scientific basis did not begin for sixty-five years after the founding of the first permanent normal school. In 1905[3] an attempt was made by Book to discover the characteristics contributing to success by means of a questionnaire addressed to pupils asking them to tell what they thought of their teachers. This attempt stimulated

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[1]Elwood Cubberley, INTRODUCTION TO STUDY OF EDUCATION AND TEACHING, Houghton, Mifflin Co. (1925), p. 13.

[2]A. L. Crabb, "Rise of Normal School", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XIX, no. 8 (November 1930), p. 239.

[3]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness", COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 19.

considerable interest in the problem of how to characterize successful teaching and how to recognize it. The conditions before this time could be characterized by a paragraph from Plato.[1] "When a man cannot measure, and a great many others who cannot measure, declare he is four cubits high, can he help believing what they say?"

The first real attempt at devising a score card was made by Edward C. Elliott[2] at the University of Wisconsin in 1910. He believed the teacher to have an octo-personality and constructed a list of traits built on this theory. The material for this study was secured from a group of superintendents. The characteristics were weighted as follows:

I.	Physical efficiency	80 units
II.	Moral and Native efficiency	100 units
III.	Administrative efficiency	80 units
IV.	Dynamic efficiency	180 units
V.	Projected efficiency	50 units
VI.	Achieved efficiency	250 units
VII.	Social efficiency	60 units
VIII.	Supervisory efficiency	200 units
	Total	1,000 units

It is interesting to learn that he did not intend the plan to be used as a score card but to be put in the hands

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[1]Plato, "The Republic", Book IV.

[2]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness". COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 19.

of the teachers for their guidance.

The next outstanding work was that of Boyce[1] in 1914. He applied a graphic method to rating teachers but his attempt was unsuccessful and little was done for five years.

In 1919 H. O. Rugg[2] published a "Scale for Rating Teachers in Service" which renewed the interest in the subject. His viewpoint differed radically from that of his predecessors as he contended that the teacher should know how and on what she was rated. He also suggested using his scale for diagnostic purposes by the teacher and by the administrator. Since that time the use of scales of one kind or another has advanced steadily.

Rating schemes for teachers are used for experienced teachers as well as for the evaluation of the work of beginning teachers. In 1922 Buckingham[3] found from a survey of 156 American city schools that ninety percent used some sort of rating scheme for supervision to stimulate growth or to determine salary schedules. In 1925 Leroy King[4] made a study of ninety-two cities of a population of more than 25,000.

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[1]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness", COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 19.

[2]Ibid, p. 20

[3]Burton E. Davis, "Teacher Rating", JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, XVII (January 1928) no. 1, p. 4.

[4] Ibid., p. 4.

Seventy used some rating scheme. Their reasons disclosed by the survey were: to promote teacher efficiency, to stimulate self-efficiency or self-improvement, to eliminate unfit teachers, to determine salary increases, to aid in supervision, and to furnish private information to the superintendent or principal. The survey also revealed a turning toward the outcomes of teaching as the chief criteria of good teaching. Pupil command of subject matter was most frequently included in the list of points rated. This indicated an interesting development when compared with the findings of Boyce[1] in 1914 when class discipline headed the list.

A consideration of the changing concepts in regard to education and the consequent innovations which have been made sets forth the development of the public school. Much has been accomplished in the way of analyzing the traits and functions which are necessary in the ideal teacher but much still remains to be done.

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[1]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness", COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 19.

CHAPTER IV

COMMON PRACTICES IN RATING TEACHERS

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Educators appear to agree in regard to two phases of teacher rating; first that it is necessary and second that it is unsatisfactory in the majority of cases.

There are several outstanding methods which are advocated for rating. For example, some educators believe teachers should be rated from the gains made on standard tests.[1] "Teaching Efficiency" by this method is the sum of the gains in A. Q. in all subjects divided by the number of subjects. Miss Crabbs[2] was quoted in the article as expressing approval for this method but later went on to say that the plan had limitations because it measured only part of a teacher's effectiveness, perhaps not the most important part. There are many important outcomes of education that we cannot measure directly and many that we can only estimate indirectly. The concomitants of learning evade any satisfactory objective judgment and certainly no one would deny that they are all important. Such a scheme as that just given might be used advantageously with experienced teachers but it would be hardly fair to use it with training teachers whose work extends over a comparatively short period of time. The gain would

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[1]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness", COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 21.

[2]Ibid., p. 22.

not be sufficiently marked for the period of service and in many instances the price of the tests would prohibit their use. The greatest objection is that the emphasis is directed toward the acquisition of subject matter rather than the development of the child.

F. B. Knight[1] expresses a different belief. He thinks teachers are the best judges of one another. The majority of teachers do not know one another well enough to estimate ability at all accurately. This device would be very questionable in a teacher-training institution. Even cooperative classroom visitation and the subsequent cooperative criticism must be used very tactfully to avoid undesirable reactions.

C. L. Jacobs[2] after discussing various methods, suggests that the most desirable and "most reliable criteria for judging teacher effectiveness is the conscientious and deliberate opinion of competent judges". He adds that, "it is possible to estimate the reliability but not the validity of judges because the result of the teacher's work comes to fruition not in a week or year but maybe in twenty years".

V. H. Thayer discusses a highly subjective "man-to-man" rating[3] which some educators advocate. In this scheme five

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[1]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness", COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 23

[2]Ibid., p. 25.

[3]V. H. Thayer, "Teacher Rating in Secondary Schools", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XII no. 6 (September 1926), p. 365.

teachers are chosen who typify five steps in each trait so there is a separate scale for each rubric of qualities. This plan may have good points but it is certainly ungainly and uneconomical.

Numberless objections are raised to the score cards used. H. R. Douglas[1] summarizes his objections as follows:

1. There is a high positive correlation between such unrelated qualities as voice and tact, or appearance and effective assignments.
2. It is impossible to assign weights on a valid basis so long as we lack a satifactory criterion by which to test validity.
3. They are less objective than they seem at first glance. The terms are difficult to define. They do not have the same meaning to all. The best cards define the terms.
4. The validity of the total rating is difficult to estimate.

Douglas is more enthusiastic about the use of checks for diagnosing teaching procedures and effectiveness than their use in the form of a score card.

H. O. Rugg[2] says rating is at a standstill because (1) The schemes are not aimed primarily at self-improvement and

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[1]H. R. Douglas, "Methods of Student-Teacher Rating", EDUCATIONAL ADMINISTRATION AND SUPERVISION XVII, no. 5 (May 1931), pp. 342-343.

[2]H. O. Rugg, "Self-Improvement Through Self-Rating", ELEMENTARY SCHOOL JOURNAL, XX (May 1920), p. 674.

teachers must self criticise to grow. (2) The qualities have been vaguely described and are unobjective and indefinite. The teachers and officers do not understand each other. (3) The classification is not clear. Many qualities overlap. He gives as examples self control compared with tact or judicial mindedness with a sense of justice.

W. C. Reudiger[1] brings out that the supreme work of the teacher is frequently based on only one point of real exellence, all the others being mediocre or less. The traits in themselves are not stable as they are affected by the context, by the teacher's reactions to her pupils or by supervisor-teacher relations.

The tendency to weight the various items on the score card is losing favor because educators are beginning to realize how intangible some of the characteristics are which they are attempting to evaluate. The rating on every item is affected by the rating on every other item and most of the items would apply to every other field of life as well as teaching. There are usually[2], "too many items and too many points, making one pretend to mark with a fineness which is impossible".

A. R. Mead[3] of Ohio Wesleyan University has done consid-

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[1]W. C. Reudiger, "Rating Teacher", SCHOOL AND SOCIETY, XX (AUGUST 30, 1924), p. 267.

[2]John A. Almack and Albert R. Lang, PROBLEMS OF THE TEACHING PROFESSION, Houghton, Mifflin Co. (1925), p. 181.

[3]A. R. Mead, "Score Card for Student-Teaching, Placement Bureaus, and Follow Up of Teachers in Service", SCHOOL AND SOCIETY, XV no. 367, pp. 25-30.

erable work in investigating teacher-rating. He states that a rating card is necessary and in 1922 suggested one which he said was not perfect but was an advance and could be used while a better one was being devised. His card was the result of his own work, and the work of S. C. Parker and W. C. Bagley. Three sections V, VI and VII came from Wilson's study of state normal schools.[1] The items appearing the most frequently on their rating cards were used. Mead suggests that his score card be used by student and critic separately and then together in conference. Later it is used as a follow up card to send to the superintendent.

The card which is typical of those in use today is as follows:

1. Results of teacher's work

    Increase in knowledge

    Acquisition of desirable habits

    Growth of pupils' interests

    Increase in abilities in thinking

    Growth of ideals

    Improvement in taste (Appreciations)

    Use of vernacular

    Ability to study

    Cooperation

    All busy with valuable activity

2. Teaching Technique

    Wise choice of aims and related methods

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[1]L. M. Wilson, "Training Departments in the State Normal Schools in the United States", EASTERN ILLINOIS NORMAL SCHOOL BULLETIN, October 1, 1919.

Selection of content

Organization of content

Lesson planning

Lesson assignment

Use of texts

Skill in use of apparatus

Skill in use of method types

Drill

Problem

Project

Supervised Study

Socialized recitation

Review

Summary

Recitation lesson

Appreciation lesson

Questioning

Adjustment to pupil differences

Variety in method

Skill in method

Use of tests

3. Scholarship

Subjects taught

Related subjects

Education

General information

Use of English

4. School Room Management

    Care of heat, light, ventilation

    Care of books and apparatus

    Seating

    Control

    Records

    Reports

5. Professional Interest and Relationships

    Self-criticism

    Cooperation with others

    Professional reading

    Participation in teachers' meetings

    Participation in Educational Associations

    Professional ideals

    Eagerness to improve

    Contributions to publications

    Advanced study

6. Community Relations

    Cultivation of favorable educational opinion

    Assistance in communities activities

    Harmonizing with best moral and social standards

    Discretion in conversation

7. Personal Qualities

    Sympathy

    Personal appearance

    Address

Sincerity

Optimism

Enthusiasm

Vigor

Energy

Initiative

Fairness

Reserve or dignity

Reliability

Clearness

Pleasing voice

Industry

Adaptability

Judgment of moral issues

8. Miscellaneous factors

9. Final rating

Various plans have been used in order to determine what items in rating are essential. C. L. Jacobs[1] analyzed twenty-one employment blanks and found the most frequently mentioned traits to be:

Loyalty

Scholarship

Health

Appearance

Cooperation

Character

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[1]C. L. Jacobs, Ph.D., "The Relation of the Teacher's Education to Her Effectiveness", COLUMBIA UNIVERSITY, CONTRIBUTIONS TO EDUCATION, Teachers College Series, no. 277, p. 36.

The two items "loyalty" and"cooperation" scored eleven percent of all cases. The results lead one to believe that superintendents are more concerned over what a teacher really is than over what she has done or can do. Jacobs makes the pertinent statement that appearance exerts a powerful influence before a teacher is hired but afterward it is effectiveness that counts.

Following his investigation Jacobs made out a graphic rating card according to the following plan:

1. A small number of items commensurate with reasonable comprehension.

2. No undue overlapping

3. Factors stated in terms of function rather than structure

4. Graphic recording of ratings

5. Items delimited by a precise definition in order to secure uniformity of interpretation

6. Procedure carefully worked out--each rater to follow it

7. Blank convenient in size and arranged for easy handling and rapid interpretation

The items on the card were:

A. Insight into school's functions

Exceptional	High	Sufficient	Low	Meager
|	|	|	|	|

B. Command of subject matter

C. Skill in instruction

D. Efficiency in classroom management

E. Ability and willingness to cooperate.

F. Capacity for work

G. Desire for progress

Trow and McLouth[1] carried on an interesting investigation in 1929 and set up an improvement chart as a result. A comparison was made of teachers' personality traits listed by 420 superintendents (Anderson's investigation in 1917), 5051 school children (The combined ranking resulting from studies by Bell, Kratz, Bird and Book), and of the opinions of 100 school men (Clapp's Investigation of 1915). The characteristics listed according to frequency were as follows:

420 Superintendents Anderson 1917	5051 School Children Combined Rating Bell, Kratz, Bird, Book	100 School Men Clapp 1915
Scholarship and Education	Kindness	Sympathy
Teaching skill	Good temper	Personal Appearance
Discipline	Patience	Address
Strength of Personality	Sympathy	Sincerity
Understanding of Children	Discipline	Optimism
	Good humor	Enthusiasm
	Sociability	Scholarship
	Neatness	

[1]William Clark Trow and Florence McLouth, "An Improvement Card for Student Teachers", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XV no. 1 (January and February 1929), pp. 127-131.

Cooperation and loyalty	Fairness	Vitality
Daily preparation	Ability to impart information	Fairness
Enthusiasm and Optimism		Reserve and Dignity
Interest and Originality	Adequate preparation	
Poise--Balance of Mind		
Sympathy		
General Appearance		
Vigor		
Voice		
Social Qualities		

This study resulted in the formation of a rating card to be used by student and supervisor. It was suggested that the card be used either in part or in whole as conditions demanded. Neither literal nor numerical ratings were to be used but statements of actual things said or done which were wise or unsatisfactory. The Trow-McLouth card follows:

I. Preparation for lesson

1. Aim

   Knowledge, attitude, habit, thought

2. Subject matter

   Knowledge of lesson content thorough, accurate, adequate background

   Organization of content, definite, clear, complete

3. Materials in readiness

II. Teaching Technique

1. Stimulation of interest

   Motivation, methods, illustrations

2. Skill in questioning

   Thought provoking, direct, clear, distribution

3. Skill in use of method types

4. Skill in use of materials

   Resourceful, adaptability, effectiveness

5. Skill in assignments

   Motivation, individual differences, value in terms of outcomes

6. Skill in testing, summary, projects, diagnosis

7. Adjustment to individual differences

8. Economy of time and effort

9. Skill in teaching pupils to study

10. Integration

III. Schoolroom Management

1. Room conditions

2. Care of equipment

3. Seating

4. Cooperation

IV. Personal Fitness

1. Appearance

2. Vitality

3. Perseverance

4. Sympathy and understanding

5. Adaptability

6. Reliability

7. Resourcefulness

8. Professional attitude

V. Observable Results in Work in Pupil Growth

1. Command of subject matter

2. Class participation

3. Individual responsibility

4. Social responsibility and cooperation

Educators appear to agree that the purpose of any rating card is to improve the quality of teaching. More and more thought goes into the construction and use of these devices because the final score is not the result of independent judgments upon separate items but a mixed score influenced by the general estimate. Literal ratings have taken the place of numerical ratings which have almost disappeared.

Almack and Lang[1] have set up definite principles for use in making teacher measuring devices. They believe

1. The plan should have a definite function

2. The items should measure only teaching efficiency

3. The items should be independent. There should be no overlapping

4. The procedure should be objective. Different judges should give the same results.

5. The degree to which it is reliable should be estimated

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[1]John C. Almack and Albert R. Lang, PROBLEMS OF THE TEACHING PROFESSION, Houghton, Mifflin Co. (1925), p. 187.

6. Its practical application should be simple and easy

7. It should be easily comprehensible

8. Unless it measures the whole of what constitutes teaching efficiency or measures what is highly associated with unmeasurable qualities, it should be supplemented by other evidence before final important conclusions are reached.

Almack and Lang believe it unlikely that any valid and reliable method of measuring will ever be secured through the use of devices and schemes so far constructed and they advise conducting investigations in new directions.

The writer investigated the practices in normal schools and teachers' colleges at the present time. A request for rating cards was sent to 103 schools located in various sections of the country and 80 schools acknowledged the request. The list of institutions to which the request was sent was found in the N. E. A. Journal for June 1930. The list was one of schools reporting to the Journal their most significant achievement during 1929-1930. Seventy-eight schools sent rating material and three schools stated that they used no form of rating card. The items on the various cards varied from ten in number to sixty. Only four of the number used any form of numerical rating.

The rating sheets were used in many ways. Some schools stated that the sheet was used throughout the training period, some were done three days before the period closed and others at regular intervals during training. Some used a graphical

representation, while others used merely a letter. Some records were made out cooperatively by critic, student and supervisor, others by supervisor and faculty.

Such headings as:

Personal Qualities

Academic and Professional Background

Classroom Management

Teaching Skill

Social Equipment

were found on the majority of the cards. Only twenty-one percent of all the schools mentioned pupil reaction or the progress of the children under the care of the student teacher.

216 different topics appeared on the rating sheets. This indicates the complexity of the whole subject of teacher-rating and shows that the contributing factors which must be considered in judging teaching are limitless from the standpoint of the teacher as an individual and the effect she has on her pupils. A study of the items reveals that it is difficult to classify them because of the tremendous overlapping and the delicate shading of meaning. An attempt not entirely successful has been made at classification. The result follows:

RESULTS OF TEACHING

Growth of pupils in habits of work and ability to think	28
Growth of pupils in subject matter	25

Securing immediate attention and response	19
Development of right ideals and attitudes in pupils	14
Growth of pupils in habits of study and work	13
Securing pupil response	12
Growth of pupils in self control and cooperation	12
Growth of pupils in better speech	11
Growth of pupils in knowledge and skills	8
Securing pupil self appraisal	6
Development of tastes	5
Directing and securing participation	5
Developing interest, self-reliance and perseverance in pupils	5
Developing creative expression	4
Training in citizenship	3
General development of pupils	3
Interest and responsiveness aroused in class	3
Success in securing pupil purpose and mastery	3
Growth in right attitudes toward teacher	2
Growth in right attitudes toward one another	2
Growth in right attitudes toward work	2
Organization of thought by pupils	2
Daily accomplishment of teacher-pupil aims	2
Mastery of elementary skills	2
Establishment of good health habits including posture	2
Securing group cooperation	2
Pupil-teacher cooperation	1

	34
Growth in tastes and ideals	1
Proportion of pupils attentive and responsive	1

TECHNIQUE OF TEACHING

Questioning	49
Organization of material	45
Daily preparation of work	41
Assignment--Skill in making	37
Providing for individual differences and needs	35
Directing study	29
Selection of appropriate subject matter	26
Ability to plan for significant learning outcomes	26
Selection and uses of devices and aids	26
Motivation	21
Lesson planning	20
Application of educational principles and methods	17
Standard and informal tests and remedial work	16
Drills	16
Skill in presentation	15
Definiteness and largeness of purpose	15
Testing and grading	15
Making pupils understand what to do and how to do it	12
Command of laws of child learning and growth	11
Teaching technique	9
Building on past experiences	9
Reviews	9
Ability to secure significant learning outcomes	8

Making pupils see use of material in their own experience	7
Ability to plan for immediate, concrete aim	6
Provision for pupil initiative	6
Project method	6
Problem solving	6
Appreciation	5
Summaries	5
Skill in socializing	5
Skill in conducting recitation	5
Removing deficiencies through diagnosis and remedial measures	5
Ability to analyze and direct steps in learning process	4
Ability to sense and meet problems	4
Ability to give clear directions	4
Encourage and commend effort	4
Understanding educational problems	4
Effective use of texts	3
Ability to supplement texts or laboratory material	3
Ability to hold attention	3
Providing for pupil reaction	3
Lead pupils to find satisfaction in accomplishing purpose	3
Continuous improvement in daily preparation	2
Ascertain capacities, interests, experiences and needs	2
Aid children in planning and carrying out purpose	2
See that purposes have "leading on" quality	2

Effective clinching	2
Laboratory technique	2
Ability to stimulate pupil judgment	2
Knowledge of appropriate standards of work	1
Alertness to habit formation	1
Knowledge of classroom procedure	1
Training in application	1
Guiding child's thoughts	1
Lesson plan reflects thinking	1
Exploration of worthy outside interests	1
Balance between teacher and pupil activity	1
Maintain interest and effort throughout practice period	1
Train children in economical procedures in achieving purpose	1
See that pupils find dissatisfaction in undesirable responses	1

MANAGEMENT

Ability to control or maintain discipline	64
Management of classroom routine	39
Providing proper physical factors	37
Efficiency in keeping records and making reports	20
Neatness of room, arrangement, housekeeping	18
Care of equipment	10
Management of teaching material	8
Attention to pupil hygiene	5
Providing wholesome, happy working atmosphere	3

Anticipate and forestall potential disciplinary problems	3
Budgeting time	3
Stable and consistent requirements	3
Securing progressive control of impulses	2
Knowledge of levels of control in a Democracy (Coercion, ridicule, habituation, popular approval, popular disapproval, reason, self-control.)	2
Shop management	1
Adaptability to classroom routine	1
Make good conditions satisfy and wrong conditions dissatisfy	1
Provide proper social conditions	1
Incentives and graphs displayed	1
Sense level of child life	1
Method of control which raises level of behavior	1
Make adaptations for physical and mental disabilities	1

SCHOLARSHIP

Grasp of subject matter	54
Command of English	54
Intellectual capacity	35
General information	12
Quality of handwriting	4
Academic preparation	4
Professional equipment	3
Blackboard penmanship	2

Range of information--versatility	1
Professional preparation	1

PROFESSIONAL INTERESTS AND RELATIONSHIPS

Response to criticism	32
Professional attitude--upholding professional ideals	24
General interest in work	22
Promise of professional growth	21
Professional growth	19
Understanding children	19
Attitude toward pupils	16
Attitude toward superior	10
Ability in constructive self-criticism	8
Personal interest in pupils	8
Interest in pupil activity	4
Ability to follow suggestions	4
Ability to keep pupils' esteem and respect	2
Straightforwardness with critic	2
Evidence of growth	1
Interest in life of school	1

COMMUNITY RELATIONS

Community activities	7
Interest in people	3
Ability to manage parents	1

GENERAL PERSONAL QUALITIES

General personal appearance	61
Physical health, vigor, energy	58
Neatness and appropriateness of dress	29
Teaching personality	17
Social qualities	17
Posture and carriage	10
Ability to meet people	7
General culture	7
Extra-mural interests	6
Likeableness-attraction of people	5
Breadth of interest	4
Outlook on life	3
Attitude toward associates	3
Conformity to best moral and social standards	3
Moral influence	2
Citizenship	2
Influence and example	2
Mental attitude (health)	2
Efficiency in transacting financial business	2
Habits	1
Neatness in work	1
Supervision of play	1
Desire for service	1
Skill in manual work	1

PERSONALITY TRAITS

Cooperation	56
Voice	54
Initiative and self-reliance	45
Poise and self-control	42
Enthuaiasm and optimism	39
Tact	38
Responsibility and dependability	38
Resourcefulness	29
Sincerity, integrity, reliability	29
Refinement, courtesy, dignity	29
Promptness and punctuality	28
Sympathy and patience	23
Industry	21
Leadership	18
Judgment--perception of values	18
Originality (in teaching procedures)	17
Adaptability	17
Speech--tone, quality	15
Thrift of time, effort and materials	14
Accuracy	12
Conclusiveness, forcefulness, decisiveness	11
Loyalty to those in authority	11
Fairness	10
Common sense	9
Sense of humor	8
Self-confidence	8

Character	8
Disposition	6
Orderliness--system	6
Alertness	5
Sense of justice	4
Broadmindedness	4
Imagination	4
Sense of honor	4
Pleasantness	3
Independence	3
Emotional balance	3
Thoroughness	3
Power	2
Aggressiveness (commendable)	2
Business-like	1
Ambition	1
Faithfulness	1
Magnetism	1
Inspires confidence	1
Tolerance	1
Speed	1
Discretion	1
Conscientiousness	1
Courage	1
Conduct	1

This tabulation affords material for interesting comparisons. The twenty-five items mentioned most frequently were:

Discipline	64
General personal appearance	61
Physical health, vigor, energy	58
Cooperation	56
Voice	54
Scholarship	54
Grasp of subject matter	54
Command of English	54
Questioning	49
Initiative and self-reliance	45
Organization of material	45
Poise and self-control	42
Daily preparation of work	41
Management of classroom routine	39
Enthusiasm and optimism	39
Tact	38
Responsibility and dependability	38
Skill in making assignment	37
Providing proper physical factors	37
Providing for individual differences and needs	35
Intellectual capacity	35
Response to criticism	32
* Neatness and appropriateness of dress	29
* Directing study	29

* Resourcefulness	29
* Sincerity, integrity, reliability	29
* Refinement, courtesy, dignity	29

* Each mentioned the same number of times.

Many investigations have been made concerning the qualities which are most desirable in teachers. One of the most comprehensive studies was made by C. O. Davis[1] among high school pupils in the North Central Association. A total of 9454 pupils judged the elements of weakness in their poorest teachers while 13,285 pupils passed judgment on the elements of strength in their best teachers. The traits arranged according to frequency were:

WEAKNESS	%	STRENGTH	%
Failure to explain and make clear	18	Capability (Knowledge of one's subject)	18
Lack of discipline	12	Character	13
Favoritism	10	Fairness	12
Uninteresting and uninterestedness	8	Good nature, humor and kindness	10
Unfairness	8	Power to discipline	8
Quick temper	8	Power to hold interest	8
Nervous and "lacking pep"	7	Clearness	7
Overstrictness	6	Willingness to help	7
Easiness	6	Personality	6
Lack of personality	4	Sociability	5

[1] A. R. Mead, SUPERVISED STUDENT-TEACHING, Johnson Publishing Co., New York, (1930), p. 52.

Investigations of this kind show why normal schools and teachers colleges consider the ability to maintain order or discipline a school of great importance. W. F. Book[1] conducted a similar study among high school pupils, asking them to name the quality they most appreciated in their teachers. Discipline ranked eighth in thie list. Littler[2] secured similar results in 1911 from questionnaires sent to school officers. Poor discipline was mentioned most frequently as a cause of failure among elementary teachers in service. H. Bullesfield[3] and Sprague[4] found the same results for student teachers, while Reudiger and Strayer[5] found order correlated more closely with teaching merit than any other trait.

It is evident that training schools must consider how their students can best be prepared to meet this outstanding problem and become skillful in managing their schools.

It will be noted that no phase of teaching scored by its results appears on the list of twenty-five most frequently mentioned itmes. Apparently schools are more concerned over

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[1]W. F. Book, "The High School Teacher from the Pupil's Point of View", PEDAGOGICAL SEMINARY, XII (1905), p. 244.

[2]A. R. Mead, SUPERVISED STUDENT-TEACHING, Johnson Publishing Co., New York, (1930), p. 55.

[3]Ibid., p. 57.

[4]Ibid., p. 58.

[5]Ibid., p. 59.

a student's equipment than they are over what use she makes of her abilities. Such items as pupil-teacher cooperation, growth in tastes and ideals or interest and responsiveness aroused in class are seldom mentioned. Is it possible that a symptom rather than an underlying cause is receiving major attention? Is it possible that educators are misplacing the emphasis, stressing as indicative factor while basic principles of preparation, wise selection and ultimate objectives are ignored?

CHAPTER V

THE SITUATION IN NEW HAMPSHIRE

CHAPTER V

THE SITUATION IN NEW HAMPSHIRE

New Hampshire aims to prepare a sufficient number of teachers for its own demands. Two normal schools are maintained. Both rate as Grade A teachers' colleges. The combined registration is approximately 900. Three curricula are offered: a two-year curriculum for elementary teachers, a three-year curriculum for junior high school teachers and a four-year curriculum leading to a B. Ed. degree. One school specializes in Commercial work and History, while the other stresses Home Economics, Mechanic Arts and English.

The girls of the elementary and junior high school curricula secure their training in practice schools maintained on the campus. The majority of the four-year students secure their training in small rural high schools situated in various parts of the state. Each of these schools is in charge of a critic-headmaster who is a member of a normal school faculty and is responsible to the normal school for the training of its students. This headmaster is also responsible to the local superintendent for the carrying out of the policies of the local board of education.

The training in these schools is intensive for the student has from twenty to thirty-five hours of actual teaching per week. Conditions are typical of those in any small high school. Self reliance and initiative are absolutely essential and the absence of constant supervision, in spite of its drawbacks, encourages individual development.

More girls apply to the normal schools than can possibly be accepted, so the problem confronting the state is how to decide whom to accept and whom to reject. Only those students standing in the upper quartile of their classes in high school are admitted and those on the recommendation of their headmasters. In spite of the precautions many students unfitted for the teaching profession succeed in gaining admission. The problem, then, is to make successful teachers of the material at hand. Students come from all sections of the state, from various kinds of homes, and from all types of secondary school training. Some are imbued with the ideal of service and eagerly accept what the normal school has to offer. Others are in normal school because it is inexpensive and there is nothing else to do. A small group is there "until",--the fortunate day when some other occupation claims them. "Teaching[1] is neither a winter job for a farm hand, a temporary source of pin money for a girl while she waits to be married, nor a mere stepping stone to a career in another profession or occupation. When conceived fully in all its infinite possibilities for the future of humanity, we can reach no other conclusion than that the nation's teachers--if the nation's children and the nation's life are not to suffer--must represent in their background and in their method the very best in the nation's life."

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[1]E. Clarke Fontaine, "The High School Teacher", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XVIII no. 8 (November 1929) p. 256.

The writer sent questionnaires to a group of sixty-three students, registered in both New Hampshire normal schools, who were beginning their first period (nine weeks) of practice teaching. The object of the questionnaire was to determine why these students were entering the teaching profession, what their opinions were in regard to the whole field of education, and what they thought of their qualifications for their chosen profession. Part II of the questionnaire was taken directly from "The Commonwealth Teacher-Training Study".[1] The questionnaire follows:

NAME..... DATE.....

SCHOOL..... CURRICULUM.....

TRAINING IN..... SUBJECTS.....

TO THE STUDENT-TEACHER:

The following rating is merely part of an investigation of the value of such schemes for rating teachers in training. It does not affect your record in any way. Only the investigator will know your answers. Your answers should be the result of careful thought and consideration in order that the study may be of value.

PART I.

A. Why are you entering the teaching profession?

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[1]W. W. Charters and Douglas Waples, THE COMMONWEALTH TEACHER-TRAINING STUDY, University of Chicago Press, Chicago, Illinois, (1929), p. 67.

Number in order of importance:

Because it provides an opportunity for service.

Because of the prestige which it gives.

Because I have always wanted to teach.

Because I cannot afford to go to college.

Because there is nothing I can do.

Because the salary is attractive.

Because many successful people have taught school.

Because of the sense of security which it gives.

Or .....

B. Check the one who influenced you to teach school.

My father..... my mother..... my brother.....

My sister..... a teacher..... my pastor.....

The headmaster..... my best friend.....

C. When did you decide to teach school?

Before junior high school or in high school.....

After graduation..... before I can remember.....

D. What do you expect will be your greatest asset as a teacher? Number in order of importance:

My knowledge of subject matter.

My satisfaction in associating with boys and girls.

My ability to discipline.

My appearance.

My voice.

My ability to work with boys and girls.

My ability to influence other people.

My ambition.

My personality.

My ability to adapt myself to my environment.

E. What do you expect will give you the most trouble?

Number in order of difficulty:

Planning lessons.

Lack of subject matter.

Lack of experience.

Taking directions.

Discipline.

Actual teaching.

Supervising playground.

Dealing with parents.

My personality.

Being punctual.

Adapting myself to my environment.

Taking responsibility

Or.....

F. What is your honest opinion of teachers as a group?

Number in order of importance:

I respect and look up to them.

I think they are leaders in society.

I think they can be good friends.

I do not care to be associated with them.

I think it is difficult to know them.

I think they tend to be rather queer.

I think they are opinionated.

G. What phase of teaching do you anticipate most?

Number in order of importance:

Putting theory into practice.

Finding out if I like teaching.

Securing a superior mark.

Giving up academic work for a time.

I think it will be easier than regular work.

Supervising athletics.

Working with boys and girls.

Cooperating with others.

Meeting parents.

Attending institutes.

Trying out various methods.

Or .....

H. What do you dread? Number in order of difficulty:

The hard work.

Making lesson plans.

Working under a critic teacher.

Taking directions.

Working in the community.

Conforming to the standards of the community.

Visiting homes.

Being criticised.

Assuming responsibility.

Correcting papers.

Assuming leadership.

Lack of experience.

Securing cooperation.

Maintaining discipline.

Appearing enthusiastic.

Losing interest.

Or .....

PART II

PLEASE CHECK IN THE PROPER COLUMN WHERE YOU BELIEVE YOU STAND IN EACH OF THE FOLLOWING TRAITS:

	A	B	C	D	E
1. Adaptability (Modification of conduct advantageously)					
2. Appreciativeness (Recognizing value or worth)					
3. Attractive personal appearance (Cleanliness, neatness)					
4. Breadth of interest (In pupils, community and profession)					
5. Considerateness (Courtesy, refinement, tact)					
6. Co-operation (Helpfulness, loyalty)					
7. Definiteness (Clear, precise, determinate)					
8. Dependability (Consistency)					
9. Diligence (Industry, patience, perseverance)					

A B C D E

10. Enthusiasm

(Alertness, animation, inspiration)

11. Exactness

(Accuracy, carefulness, thoroughness)

12. Fluency

(Ease of speech or expression)

13. Forcefulness

(Courage, decisiveness, firmness)

14. Good judgment

(Discretion, insight, intelligence)

15. Good taste

(In accordance with rules of propriety)

16. Health

(Whole in body, mind and soul)

17. Honesty

(Fairness, frankness)

18. Leadership

(Initiative, originality, self-confidence)

19. Magnetism

(Cheerfulness, optimism, sense of humor)

20. Open-mindedness

(Liberality, freedom from prejudice)

21. Progressiveness

22. Promptness

(Punctuality, dispatch)

23. Propriety (Conventionality, morality)

A B C D E

24. Scholarship

25. Self-possession

(Dignity, modesty, poise, reserve)

26. Thrift

(Economical management, frugality)

At the end of the training period a second questionnaire was sent to exactly the same group to determine just what their reactions to training had been and to find out if they had changed their opinions in regard to their ability or to their profession. The questionnaire was as follows:

NAME..... DATE.....

SCHOOL..... CURRICULUM.....

TRAINING IN..... SUBJECTS.....

TO THE STUDENT TEACHER:

You have completed part of your practice-teaching. What have been your reactions? How have your opinions changed? The following questionnaire pictures the results of your first quarter's teaching. By comparing these results with the questionnaires which you filled out at the beginning of your teaching, valuable data should be contributed to teacher-training. Please answer these questions after giving them careful thought.

PART I

A. What did you find to be your greatest asset as a teacher?

Number in the order of importance:

My knowledge of subject matter.

My satisfaction in associating with boys and girls.

My ability to discipline.

My appearance.

My voice.

My ability to work with boys and girls.

My ability to influence other people.

My ambition.

My personality.

My ability to adapt myself to my environment.

Or .....

B. What gave you the greatest difficulty?

Number in order of difficulty.

Planning lessons.

Lack of subject matter.

Lack of experience.

Discipline.

Actual teaching.

Supervising playground.

Dealing with parents.

My personality.

Being punctual.

Adapting myself to my environment.

Taking responsibility.

Or .....

C. What is your present opinion of teachers as a group?

Number in the order of importance.

I respect and look up to them.

I think they are leaders in society.

I think they can be good friends.

I do not care to be associated with them.

I think it is difficult to know them.

I think they tend to be rather queer.

I think they are opinionated.

Or .....

D. Which phase of teaching id you enjoy most?

Number in the order of importance.

Putting theory into practice.

Finding out if I liked teaching.

Receiving a superior mark.

Giving up academic work for a time.

I found teaching easier than academic work.

Supervising athletics.

Working with boys and girls.

Cooperating with others.

Meeting parents.

Cooperative criticisms.

Teachers' meetings.

Trying out various methods.

Or .....

E. Which of the following do you still dread?

Number in the order of difficulty.

The nervious fatigue.

Making lesson plans.

Working under a critic teacher.

Working in the community.

Conforming to the standards of the community.

Visiting homes.

Being criticised.

Assuming responsibility.

Lack of experience.

Assuming leadership.

Correcting papers.

Securing cooperation.

Maintaining discipline.

Appearing enthusiastic.

Losing interest.

Or .....

F. Answer the following with "yes" or "no".

Do you look forward to teaching "your own" school? .....

Are you glad you are a teacher? .....

Was your estimate of your ability too high nine weeks ago? .....

Was your estimate of your ability too low nine weeks ago? .....

Has your opinion of the teaching profession

changed much during the quarter?.....

Do you respect i more? .....

Less? .....

PART II

PLEASE CHECK IN THE PROPER COLUMN WHERE YOU BELIEVE YOU STAND

NOW IN EACH OF THE FOLLOWING TRAITS.

A B C D E

1. Adaptability

   (Modification of conduct advantageously)

2. Appreciativeness

   (Recognizing value or worth)

3. Attractive personal appearance

   (Cleanliness, neatness)

4. Breadth of interest

   (In pupils, community, profession)

5. Considerateness

   (Courtesy, refinement, tact)

6. Co-operation

   (Helpfulness, loyalty)

7. Definiteness

   (Clear, determinate, precise)

8. Dependability

   (Consistency)

9. Diligence

   (Industry, patience, perseverance)

A B C D E

10. Enthusiasm

    (Alertness, animation, inspiration)

11. Exactness

    (Accuracy, carefulness, thoroughness)

12. Fluency

    (Ease of speech or expression)

13. Forcefulness

    (Courage, decisiveness, firmness)

14. Good judgment

    (Discretion, insight, intelligence)

15. Health

    (Whole in body, mind, and soul)

16. Good taste

    (In accordance with rules of propriety)

17. Honesty

    (Fairness, frankness)

18. Leadership

    (Initiative, originality, self-confidence)

19. Magnetism

    (Cheerfulness, optimism, sense of humor)

20. Open-mindedness

    (Liberality, freedom from prejudice)

21. Progressiveness

    (Disposition to encourage progress)

22. Promptness

    (Punctuality, dispatch)

A B C D E

23. Propriety

(Conventionality, morality)

24. Scholarship

25. Self-possession

(Dignity, modesty, poise, reserve)

26. Thrift (Economical management, frugality)

Fifty-six students returned the questionnaires containing the desired information. The tabulated results furnished much interesting material, some of which was very discouraging. It is given below:

1. THE REASONS FOR NEW HAMPSHIRE GIRLS ENTERING THE TEACHING PROFESSION ARE:

1. I have always wanted to teach.
2. It affords an opportunity for service.
3. It gives a sense of security.
4. Successful people have taught.
5. The salary is attractive.

An experiment conducted at the State Teachers College at Morehead, Kentucky[1], gave similar results. Only twenty vocations out of 576 listed by the census bureau had been considered. Their reasons for teaching were based, in some cases on as trivial a thing as a movie scene. They were asked to answer thoughtfully and honestly the following

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[1]E. V. Hollis, "Why They Teach", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XV, no. 9 (December 1929), pp. 678-684.

questions why should I teach? and why do I desire to teach? The results were as follows, listed according to frequency:

OUGHT

Like to be with children.

Desire to serve humanity.

Social and cultural advantages.

Parents want me to teach.

Permits full use of powers of mind and soul.

Happy and contented in school room.

So situated can prepare to be good teacher.

Satisfies more yearnings of human spirit than most vocations.

DESIRE

Teaching provides best immediate financial returns.

Stepping stone to more desirable vocations.

Teacher has short hours.

Interesting work.

Entrance standards low.

Clean work.

Easy work.

Like position of authority.

Provides necessary temporary financial aid.

Teaching not so monotonous as most work.

Another similar experiment, reported in the same article, was conducted at the Jamaica, Long Island Training School. Questionnaires were sent to 800 students who gave their

reasons for teaching as:

1. Teaching has a fascination for me. I like to be with children.

2. It is a stepping stone to more desirable vocations.

3. Mother desired me to teach.

4. Teaching affords opportunity for study and work toward college degree.

5. Desire to be of service to others.

6. Teaching seemed the only thing to do after finishing high school.

7. Teaching calls for best powers of heart, mind and soul.

The majority could give no clear reason whatsoever. The conclusions from the study were:

1. The group chose teaching for almost every reason known to human ingenuity or for no reason at all.

2. Vocational counselling should be done early in the year.

3. The plan should eliminate the professionally undesirables.

2. THE ONE WHO INFLUENCED THE CHOICE OF NEW HAMPSHIRE TEACHERS.

Mother	20
Teacher	14
Sister	7
Father	4
Headmaster	3

Pastor	2
Best friend	2
Superintendent	1

3. When was your decision made to teach school?

In high school	20
Before I can remember	18
After graduation	13
Before high school	11

4. What do you expect will be your greatest asset as a teacher?

Ability to work with boys and girls	49
Ability to adapt myself to my environment	47
Satisfaction in associating with boys and girls	45
Ability to discipline	40
Knowledge of subject matter	39
Ambition	39
Personality	35
Voice	32
Appearance	32

5. What do you expect will give you most trouble?

Lack of experience	51
Discipline	38
Lack of subject matter	33
Taking directions	31
Planning lessons	31
Actual teaching	30
Dealing with parents	19
Supervising playground	16

Taking responsibility	14
Adapting myself to my environment	11
Personality	10
Being punctual	9

6. What is your honest opinion of teachers as a group?

I respect and look up to them	57
I think they can be good friends	49
I think they are leaders in society	49
I think it is difficult to know them	28
I think they tend to be rather queer	10
I think they are opinionated	17
I do not care to associate with them	7

7. What do you anticipate most?

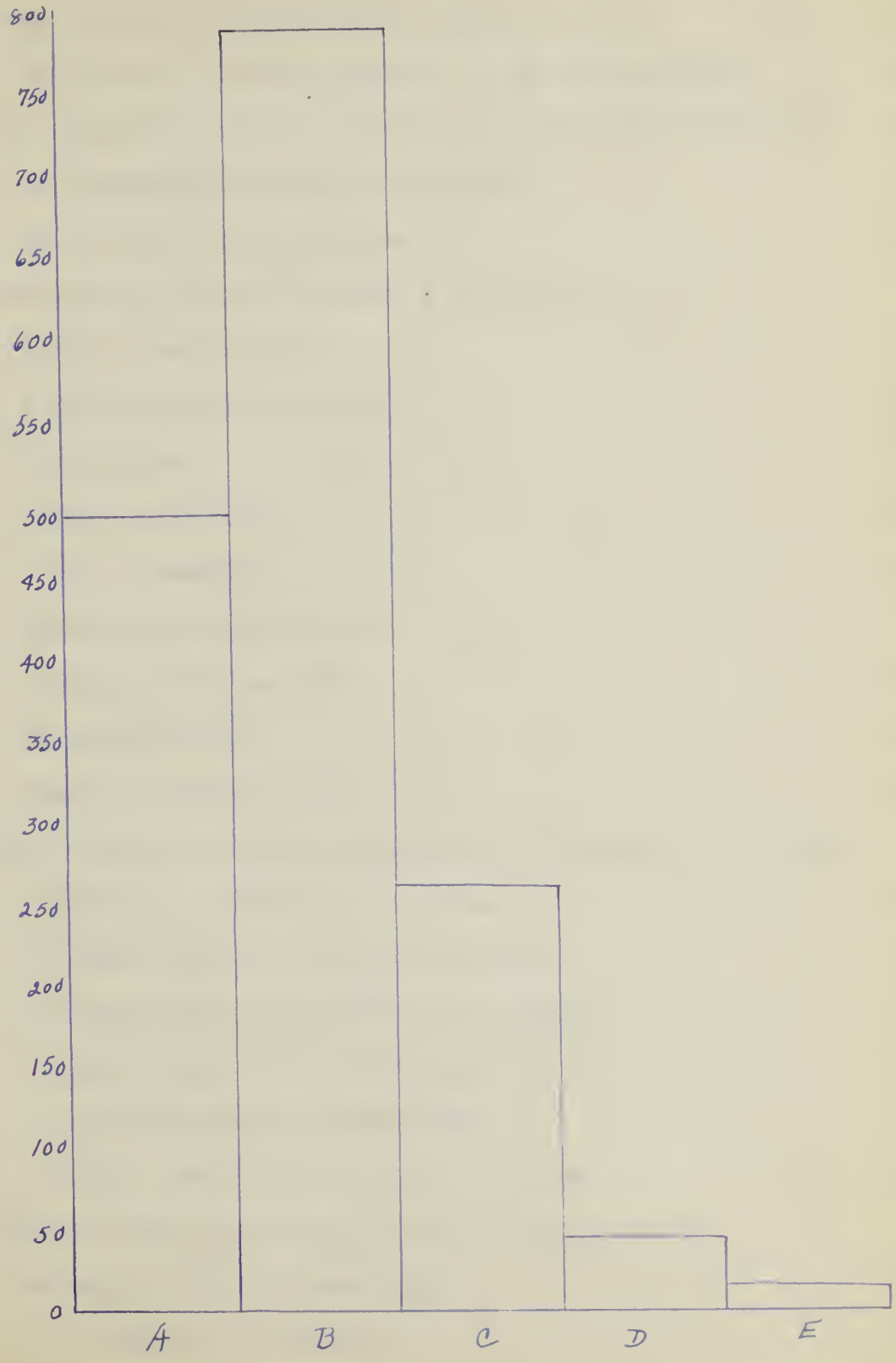
Working with boys and girls	51
Putting theory into practice	48
Cooperating with others	39
Trying out various methods	39
Meeting parents	36
Attending institutes	29
Easier than academic work	17

8. What do you dread most?

Lack of experience	44
Lack of subject matter	43
Being criticised	22
Working under critic	20
Conforming to standards of community	14

PERSONALITY TRAITS OF 63 STUDENT-TEACHERS

BEGINNING OF TRAINING



The results of the second questionnaire were as follows:

1. What did you find to be your greatest asset as a teacher?

My ability to work with boys and girls	42
My ability to adapt myself to my environment	42
My satisfaction in associating with boys and girls	40
My knowledge of subject matter	37
My ability to discipline	34

2. What gave you the greatest difficulty?

Lack of experience	43
Lack of subject matter	35
Discipline	32
Planning lessons	32
Actual teaching	28
Supervising playground	28
Dealing with parents	28
My personality	28
Taking responsibility	25

3. What is your present opinion of teachers as a group?

I respect and look up to them	42
I think they can be good friends	38
I think they are leaders in society	34
I think they tend to be rather queer	21
I think they are opinionated	20
I think they are difficult to know	18

4. Which pase of teaching did you enjoy most?

Working with boys and girls	47
Cooperating with others	37

Trying various methods	37
Finding out if I like teaching	32
Putting theory into practice	31
Cooperative criticisms	26
Supervising athletics	19
Meeting parents	18
Teachers meetings	17

5. What do you still dread?

Lack of experience	29
Being criticised	19
Maintaining discipline	18
Working under a critic teacher	16
Assuming responsibility	15
Assuming leadership	15
Making lesson plans	15
The nervous fatigue	14
Appearing enthusiastic	14
Losing interest	13
Conforming to the standards of the community	12
Visiting homes	11

6. Answer the following "yes" or "no".

Do you look forward to teaching "your own" school?

Yes	52
No	0

Are you glad you are a teacher?

Yes	52
No	0

Was your estimate of your ability too high nine weeks ago?

Yes	13
No	33

Was your estimate of your ability too low nine weeks ago?

Yes	17
No	26

Has your opinion of the teaching profession changed much?

Yes	35
No	17

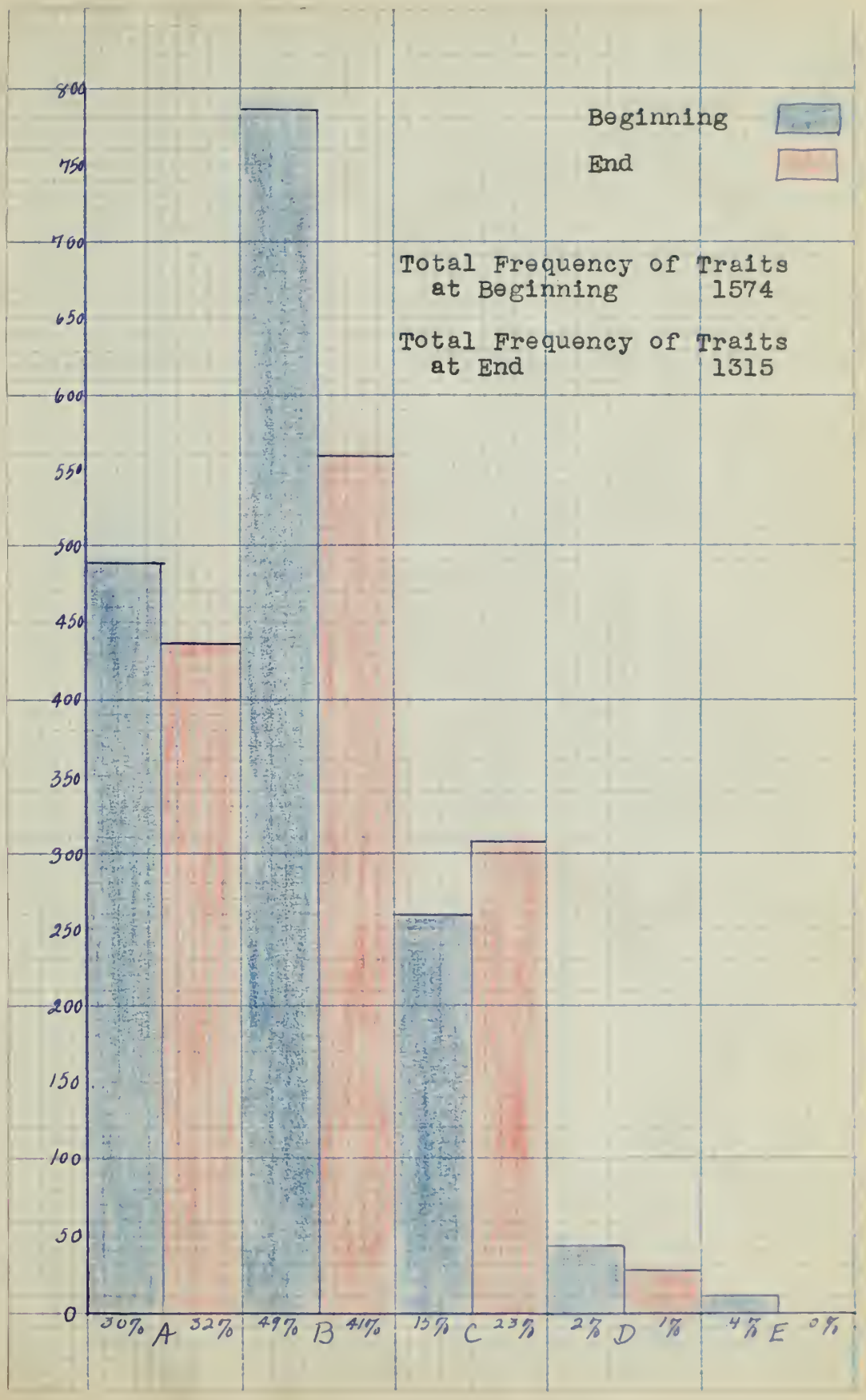
Do you respect it more?

Yes	44
No	4

Do you respect it less?

Yes	0
No	18

A COMPARISON OF PERSONALITY RATINGS
AT THE BEGINNING AND END OF A QUARTER



A comparison of the personality ratings made at the beginning and end of a training period presents a startling state of affairs. The beginning teacher is so conscious of effort that she rates her personality from the standpoint of how hard she has tried rather than from the standpoint of what she has accomplished. In other words her feelings and reactions are the "trees which hide the forest". It would be quite unusual for any beginning group in any profession to rate as high as this group has rated itself. The alarming fact is that at the end of nine weeks their good opinion of themselves has increased instead of assuming a normal distribution.

	First Questionnaire		Second Questionnaire	
Traits Marked	Total	% of total	Total	% of total
A	486	30%	434	32%
B	784	49%	554	41%
C	255	15%	304	23%
D	42	2%	23	1%
E	7	.4%	0	0%
	Total frequencies		Total frequencies	
	1,574		1,315	

Fortunately these students are to have another period of training. The problem confronting the critic teachers is to convince these people that in most cases they are not so good as they think. As soon as they realize they are not superior, they are ready to grow professionally. The person who feels he has achieved his all closes his mind to further suggestions

or stimulation. The teacher who has a warped idea of his own personality cannot help his pupils develop balanced personalities.

It is interesting to note that mothers are largely responsible for their sons and daughters entering the teaching profession. Only four percent of the group was influenced by their headmasters and in only one case was a superintendent's influence mentioned. One may well ask, who should be more interested in teaching than administrators? The evidence does not point to much constructive interest.

The following table shows that there was almost perfect correlation between what they expected would be their greatest asset and what they actually found it to be.

FIRST QUESTIONNAIRE	SECOND QUESTIONNAIRE
Ability to work with boys and girls	Ability to work with boys and girls
Ability to adapt myself to my environment	Ability to adapt myself to my environment
Satisfaction in associating with boys and girls	Satisfaction in associating with boys and girls
Ability to discipline	Ability to discipline
Knowledge of subject matter	Knowledge of subject matter
Ambition	Ambition
Personality	Appearance
Voice	Voice
Appearance	Personality

The same holds true concerning what they expected would trouble them and what actually they did find to be difficult.

FIRST QUESTIONNAIRE	SECOND QUESTIONNAIRE
Lack of experience	Lack of experience
Discipline	Lack of subject matter
Taking directions	Planning lessons
Planning lessons	* Supervising playground
	* Actual teaching
	* Dealing with parents
* Equal mention	* Personality

Discipline takes an interesting place, receiving fifth mention as the greatest asset and third place for giving most trouble.

The attitude of these student teachers toward the critic teachers is, apparently, good. Their opinion has changed little in regard to teachers although a few still think them queer, opinionated and hard to know.

It is encouraging to note that the majority enjoyed working with boys and girls; that they enjoyed cooperative effort and that they enjoyed putting theory into practice in trying out various methods.

The "dreads" which persist after completing a portion of their training should be carefully analyzed. For instance, they dread being criticised. This fact coupled with their high opinion of their personalities doubles the challenge and makes constructive work imperative.

As a group, they are glad they are teachers and look for-

ward to teaching. The majority respect the teaching profession more and none respect it less.

The results show, in so far as personality and reactions are concerned, almost no change in these cadets. They are no better able to evaluate themselves than they were before. Seventy-one percent state that their original estimate was not too high but twenty-eight percent state that they did make a mistake. Apparently attitudes have been at least maintained, if not taught. The problem confronting the critic teachers is immense. This group, which is typical of beginning groups, must be made aware of its problems. They attributed their difficulties to "lack of experience". This may be true and at the same time false. The normal school has given them basic principles, which they must intelligently adapt to the situation in which they find themselves. Experience strengthens the ability to diagnose one's difficulties and plan remedial work but lack of experience should not be used as an excuse for lack of achievement.

How is it possible for the critic teacher to encourage a scientific attitude and to promote an open-mindedness which is essential to professional growth? The writer has come to the conclusion that these beginning teachers need much <u>telling</u>. They need to be told frankly just the sort of impression they are making on their associates. The critic teacher has many disagreeable duties and none is more annoying than the necessity of brutal frankness. On the other hand, the results frequently exceed expectations and knowledge that the beginner

is "lifting not leaning" is worth the effort.

The rating sheet is a valuable help to both supervisor and beginner. It should be built cooperatively after frank discussion, and should form the basis for further determination of problems to be solved and success in accomplishment.

CHAPTER VI

CRITERIA FOR JUDGING GOOD TEACHING TECHNIQUE OF INSTRUCTION

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CRITERIA FOR JUDGING GOOD TEACHING

TECHNIQUE OF INSTRUCTION

The term objective is much used in education and statements of objectives are very common. These agree in the main and have agreed fairly well since education became recognized as a necessity. Less agreement would very likely be found in statements concerning the essentials of good teaching. Good teaching to one person, may mean easy work, to another it may mean a challenge to mental activity while a third may enjoy detailed presentations which leave no room for individual investigation.

In early times when education was a comparatively simple thing, and when the content of education was limited, little attention to methods of presentation was needed. Formerly only those were taught who wanted to be educated but now education must reach everybody. An appeal must be made which will win the response and attention of the masses. Today we are living in a different age. It is not so much a question of what to teach as of what to omit. The time is limited and the material boundless. We are not following the moderate pace of our forefathers but we are blazing new trails, exploring new worlds, at a breakneck pace.

Education must keep up with our changing civilization. Work must be accomplished with speed and efficiency. The methods of transportation have experienced a remarkable evol-

ution from the days of ox-carts to the days of trans-Atlantic air planes. Education must keep abreast of the times in its techniques. Awkward, cumbersome methods no longer suffice. Just as the deck of a boat is cleared for action so the useless impediments of the traditional class activity must be discarded and the stage must be set for the accomplishment of definite, worthy aims.

An inset in the N. E. A. Journal[1] states:

There are three great general aims in education:--knowledge, habits and attitudes.

An attitude is a set of mind which determines one's response to particular situations.

Knowledge and habits fail ultimately to affect behavior unless accompanied by proper attitudes.

Attitudes influence the learning process, determine lasting interests, and one's adjustment to life.

Education is a failure if it does not stimulate wholesome desires and attitudes.

To establish wholesome attitudes, associate satisfaction with what is wholesome.

The teacher-training institutions are primarily interested in training teachers, who will be a vital force in the lives of their pupils and in the communities in which they teach. Since objectives are accepted as indespensible in

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[1]J. Mace Andress, "Development of Wholesome Attitudes", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XVIII no. 9, (December 1921), p. 305.

teaching children, are not objectives as worthy in training teachers? Must not a picture of what constitutes good teaching be instilled in the mind of each student-teacher? Should she not above all be able to recognize the purposeful, objective, accomplishing sort of teaching among the "57" other varieties? Granted this is valid and essential, what are the criteria of good teaching and how can it be recognized? Good teaching is achieved by the development of all contributing factors. Centering attention on one of its phases will not suffice. All must be considered. In order that our discussion shall have direction and consistency, the following factors which function in the criteria of good teaching will be discussed:

1. The technique of instruction
2. The personality of the teacher
3. Community reactions
4. The determination of the qualities New Hampshire superintendents and headmasters desire in their teachers.

Professor Mahoney defines education, from the teacher's standpoint, as (1) The business of teaching children through the medium of subject matter that which is related to one or the other needs of life. (2) The business of handling this enterprise in such a way as to assure the acquisition of not only habits and skills but also of knowledge.

In the light of this definition, good teaching demands the careful selection of subject matter. Subject matter, with social and relative values, presented in such a way that

worthy habits, attitudes, ideals and appreciations may be acquired. "If children are goven a chance to practice honesty, courage, self-reliance, politeness, reverence, confidence, and other desirable traits and the teacher sees that such practice is encouraged and made satisfying and if knowledge conducive to these goals is acquired we may expect wholesome attitudes to develop."[1]

The way in which the selected material is presented is fully as important or even more so than the material itself. Again, to quote Professor Mahoney, "It is more important to know what a man believes in, swears by and loves than to know what he knows". No matter how carefully material is selected, the results are not achieved without the right attitude on the part of the teacher.

If we agree that the child is at the center of the school then our duty as teachers is to select material which the pupil feels is satisfying to his needs and which helps him develop in the best possible manner.

Placing the child in the center of the teaching situation changes the emphasis from teacher to pupil activity. The child really comes into his own. His interests and experiences are considered. The teacher invites his cooperation in planning the work. His suggestions are adopted or adapted and he is stimulated to do individual thinking. The learning activity becomes his, as the responsibility is placed on his shoulders.

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[1]J. Mace Andress, "Development of Wholesome Attitudes", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XVII no. 9, (December 1929) p. 306.

The purpose is his; it came at his suggestion and he carries it to a successful completion. No teacher compulsion could possibly be as strong as the compulsion under which the child places himself in achieving desired goals.

When cooperation comes into its own in planning work, the dreaded assignment becomes less formidable. To quote from an article by Inga Olla Helseth in the N. E. A. Journal[1], "The teacher who believes that students should cooperate with the teacher in the assignment of work would naturally begin his attack of the problem from that point. We would learn, if we could get these teachers to give serious thought to helping us on assignments, how pupils themselves could be induced to foresee and express worthwhile problems, hunt their material under guidance and require of each other checks on results.

"As to the teachers who feel that attention to individual differences is the prime duty of the teacher today, how they could revel if they wished in working out assignments demonstrating to us how practical, definite arrangements for meeting differences could be made in the regular assignments of specific units in particular courses at definite ages."

After selecting subject matter in terms of necessary objectives, the method must be determined. Certain material lends itself to certain schemes of presentation. The clever teacher must select the proper type and to that end she must

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[1]Inga Olla Helseth, "Assignments", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XVI no. 4 (April 1927) p. 106.

be thoroughly familiar with the problem, project, drill and appreciation lessons. She must be able to plan her work in sizeable units and to present them by means of varied contract methods or Morrison mastery techniques.

The teacher's questioning is a very vital part of the procedure in any lesson. Good teaching requires challenging questions well distributed and contributing to the acquisition of the aim.

Teacher and pupil reactions function largely in the ideal situation. Individual differences must be discovered and an attempt be made to bring about social and emotional adjustment. Difficult children should be given social responsibilities in order that growth in all ways may show a satisfactory balance.

A wonderful play or a majestic opera may be ruined by the wrong setting. Just so the teaching act may fail to attain its objectives unless the stage is well set. Few people appear unconscious or unaffected by environment. It is difficult to say just how much our output is conditioned by our surroundings. The teacher who creates a real atmosphere in her room has done much to achieve success. Environment has an all important influence in conditioning success in achieving determined objectives by means of carefully chosen subject matter. Experience leads the writer to state that the quality of the work and the attitude of the pupils are directly related to the appearance of the schoolroom. The reason is obvious. The teacher who is sufficiently artistic

to appreciate attractive surroundings will not tolerate anything but the best work. Untidy, cheerless school rooms containing unkempt, slovenly boys and girls have been transformed almost over night into pleasant, comfortable rooms with attractive, energetic boys and girls. It is hard to believe that quality of work could change so noticeably within a few hours for better or worse, depending on the standards of the teacher.

Finally to quote Charles C. Sherrod[1] as a summary, "The teacher, if anyone, needs the broad, well rounded, thorough education. Besides the possession of this knowledge in the accepted sense, there are other forms of information of equal importance to the successful teacher. He needs to know how to organize knowledge into complete units, looking toward well conceived, purposeful ends. He needs to know how to discriminate in teaching between bare facts and purposeful activities around which facts are gathered and centered. He must realize that there is a science of education, at least in the making, and that teaching has a technique of its own, both as to organization of subject matter and the way in which it is presented to children of the various grade levels, which makes for economy of time and effort on the part of both the teacher and the pupil".

The following criteria are suggested for evaluating the

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[1]Charles C. Sherrod, "The Training School", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XX, no. 1 (January 1931) p. 17.

technique of instruction and summarizes this portion of the discussion.

1. Is the stage set for good teaching? (A good teaching and learning environment.)

2. Has the subject matter been carefully chosen, and is it designed to attain certain definite objectives?

3. Is the material of social and relative value?

4. Are individual differences considered?

5. Is the selected method adapted to the material?

6. Has the teacher motivated the work in such a way as to secure whole-hearted interest and response?

7. Do the pupils and teacher set up definite aims cooperatively?

8. Do the pupils help plan the achievement of aims?

9. Are the pupils given an opportunity to practice desirable character traits?

CHAPTER VII

CRITERIA FOR JUDGING GOOD TEACHING

THE PERSONALITY OF THE TEACHER

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CRITERIA FOR JUDGING GOOD TEACHING

THE PERSONALITY OF THE TEACHER

"At the very center of the circle that includes all possible good that can come from a public school system stands the classroom teacher. When conditions in the classroom are at their best there is exemplified all that is noble, inspiring and helpful in professional life".[1] Conditions "at their best" implies appropriate teaching technique and teaching personality. There are as many definitions of personality as there are individuals.

It has been said that teaching personality is the total response of the individual to his task. It emerges from the contact of his original makeup upon his everyday life and training. It takes a life-time to complete it but it reveals itself all along the way.

The question of improving personality is a big problem. Some people maintain that it cannot be done; others have different evidence. Certainly the necessity of personality cannot be questioned. A teacher, no matter how good her preparation and scholarship, who lacks personality is as futile as a high powered automobile without a motor. The absense of the right teaching personality does not manifest itself in lack of accomplishment alone but in the development

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[1]Herbert S. Weet, "A Silent but Forceful Influence", JOURNAL OF NATIONAL EDUCATION ASSOCIATION, XVII no. 5 (May 1928), p. 147.

of undesirable reactions and responses. As H. L. Donovan[1] says in an article in the Journal of the National Education Association, "Who knows how fatal a wrong attitude may prove; what baneful results may follow the wrong habit; how expensive an imperfect skill may be; and how damnable the wrong ideal?"

The human element in teaching is fully as important as the academic. No teacher should work with children who does not have a wholesome regard for them. His attitude must be right. Teachers who dislike children should not be trained at the public expense.

The teacher's personality, vision and skill are, next to the child itself the most important factors in the educational process.

One of the greatest assets any teacher can have is a good teaching personality. To quote L. Roy Curtis[2], "When you meet a man for the first time and carry away with you a vivid impression of a remark, the tone of his voice, and the expression of his countenance, and perhaps a memory of a look into his soul, his personality has played its part and won."

Investigations were carried on at Iowa State College

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[1]H. L. Donovan, "The Twofold Purposes of the Teachers College", JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, XIX, no. 9 (December 1930), p. 306.

[2]Harry Collins Spillman, PERSONALITY: STUDIES IN PERSONAL DEVELOPMENT, Gregg Publishing Co., Boston.

under the direction of W. H. Lancelot[1] along the lines of personality development. The staff of that college has come to the conclusion that the development of personality ought to constitute a major feature of the work of their department as the majority of failures, they believe, are traceable to weak personality. Lancelot[2] shows that teacher failure has decreased significantly since attention has been given to personality training.

An attempt was made at this same college[1] to develop personality through individual conferences. This failed as the students failed to keep appointments. When they were given an opportunity to choose their own advisors, so many chose the same teacher that the scheme would not work. The final plan consisted of really interesting the students in the problem. The scheme was as follows:

1. A problem was given for discussion as "In what degree do the success and influence of a high school teacher actually depend on his personality?" or "How important a part does personality play in determining success or failure of people in other occupations?"

2. After the discussion each was given a rating card.

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[1]W. H. Lancelot, "Developing Student-Teachers in Traits of Personality", EDUCATIONAL ADMINISTRATION AND SUPERVISION", XV, no. 5 (May 1929), pp. 356-361.

[2]Charles D. Flory, "Personality Rating of Teachers", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XVI, no. 2, (February 1930), pp. 135-143.

He rated himself and gave the names of five home friends to whom similar rating cards were sent.

3. The combined rating was given to each student.

4. The student worked out a plan for his own improvement including:

a. traits to work on

b. opportunities for practice listed

c. list of biographies or magazines

d. bibliography on general problem of personality improvement.

5. Later each member of the class rated five other members. The study resulted in decreasing failures and in promoting social training.

The writer has attempted to improve student personality by means of group ratings. Each student has rated three other students every three weeks during a training period using the Charter and Waples[1] list of personality traits for high school teachers. Then, in conference with each teacher rated, a combined rating has been made. No consistency in marking has been evident, proving how largely subjective judgment functions, and there has been much resentment shown in regard to the ratings. More success has been achieved by discussing problems and planning remedial work with each individual.

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[1] W. W. Charters and Douglas Waples, THE COMMONWEALTH TEACHER-TRAINING STUDY, University of Chicago Press, Chicago, Illinois, (1929), p. 67.

A similar experiment was conducted in Park College, Missouri[1]. 370 college students were asked to list the best and poorest traits of high school teachers. From all the traits suggested by these students a list was made. The traits were studied, defined and applied in definite situations. The following list of necessary traits resulted:

1. Adaptable
2. Alert
3. Cheerful
4. Conscientious
5. Courteous
6. Dependence
7. Enthusiastic
8. Firm
9. Forceful
10. Friendly
11. Healthy
12. Impartial
13. Industrious
14. Initiative
15. Open-minded
16. Patient
17. Professional
18. Punctual
19. Religious
20. Sagacious

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[1]Charles D. Flory, "Personality Rating of Perspective Teachers", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XVI no. 2 (February 1930), pp. 135-143.

21. Sincere

22. Sympathetic

23. Tactful

24. Thorough

25. Versatile

The conclusions drawn from the study were:

1. Teachers need a given personality.

2. Students agree fairly well on traits necessary for success in teaching.

3. There is a positive, significant relationship between personality scores as determined by self rating and the average rating of friends.

4. One can determine his own personality weakness himself.

5. Additional investigation is necessary to determine validity and reliability of the scale used.

6. It is helpful to know the personality scores of successful teachers.

Birth and early training establish certain characteristics. From the group that is "good natured, warm hearted, generous, altruistic in outlook, able to make plans with a genius for aiding and helping others, born teachers are drawn."[1] The one difficulty lies in the fact that there are not enough of this type to supply the demand.

The less fortunate teacher must cultivate and acquire the characteristics of her more fortunate sister. Some

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[1]Elwood Cubberley, INTRODUCTION TO STUDY OF EDUCATION, Chapter VIII, p. 139.

traits are easily acquired: for example, manners, walk, posture, ease of approach and self control. The student-teacher, who becomes aware of her problem and senses the weakness of her personality, is already well on the way toward success. Any teacher who is sufficiently ambitious to work on personality with a real sincere desire of improving it can scarcely help being successful. One of the greatest values to be derived from practice teaching is the awareness of difficulties, which must be overcome and problems which must be solved. Cooperation is one of the greatest and most essential lessons to be learned as the teacher must realize that he is not working unto himself alone and he must put the success of the school as a whole above his own individual achievement. Someone has said that one of the four characteristics successful teachers must have is a readiness to be forgotten. Certainly this is a characteristic of the unselfish teacher.

The old Prussian maxim, "As is the teacher so is the school", will bear repeating in connection with a discussion of personality. Unless the teacher has or develops the right attitudes the highest success cannot be achieved. The officers and teachers of "The Teachers' Council" of Washington, D. C. formulated their idea of the superior teacher.[1] Their description aptly summarizes this chapter.

"A superior teacher is one who renders superior service

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[1] Frank W. Ballou, "Relation of Training and Advancement of Teachers in Elementary Schools", SCHOOL AND SOCIETY, XXXIV no. 867 (August 8, 1931), p. 188.

to the children whom she teaches, to the local community in which she teaches..... A superior teacher is one who possesses broad scholarship, who is thoroughly familiar with the present day educational theory and practice in the line of work in which she teaches, who is doing constructive educational work of the highest order in carrying out the established educational program in the school where she teaches, who is actively and constructively promoting the educational welfare of the community in the vacinity of her school and who participates in the improvement of education ....."

SUMMARY OF CRITERIA FOR JUDGING TEACHING PERSONALITY:

1. Does this teacher attract people? (Has she magnetism?)
2. Is she courteous and well-poised?
3. Is she friendly and cheerful?
4. Is her general appearance above average? (Manner, walk, posture, neatness of dress.)
5. Does she give the impression of sincerity and dependability?
6. Is she familiar with present day educational theory and practice?

CHAPTER VIII

CRITERIA FOR JUDGING GOOD TEACHING

COMMUNITY REACTIONS

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CRITERIA FOR JUDGING GOOD TEACHING

COMMUNITY REACTIONS

In early times, the teacher, as well as the minister, felt it his duty to visit the homes of the parents. This was very likely an outcome of his boarding-around and very likely did much toward strengthening his standing in the community. Conditions have changed and home visiting has become more difficult and to a certain degree less important than it was formerly.

The character of education has changed with the change in community life "for the specific function of education is to serve the community".[1] It is impossible for an individual to serve that with which he is unfamiliar and achieve successful results. So the teacher must be familiar with community life and her reactions to it must be such that the reactions to her are worthy.

A brief consideration of the "best" teachers one has known may contribute to this discussion. In the majority of cases their superiority resulted not alone from their technique but from their contacts in the community. The standing of the teaching profession depends on its teachers. The

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[1] Edmonson, Roemer and Bacon, SECONDARY SCHOOL ADMINISTRATION, Macmillan Co., (1932), p. 12.

wise teacher wins recognition for her school and creates in the public mind a favorable attitude toward the profession as a whole.

The teaching profession takes its problems very seriously. Teachers are more frequently accused of the worry habit than are members of any other profession. It has been said that all people can be classified in two groups, "lifters and leaners". The teacher must be a "lifter" in society to accomplish her aims. She derives value from mingling with people and from making as many personal contacts as possible. Any community likes friendly teachers. The cheery greeting, friendly nod or occasional conversation do much to establish friendly relations.

This paper is concerned primarily with the beginning teacher, who is securing her training in some rural high school. These beginners need careful direction and guidance. It is difficult for them to realize that almost over night they have become different individuals. Becoming a student-teacher carries new responsibilities and duties. They have been taken for granted, endured as a necessary evil, possibly, but now they are high school teachers in every sense of the word. Their every act is weighed and evaluated as it can only be in a small town.

No one questions a student, everyone questions a teacher. The teacher's conduct must set a worthy example not only to the pupils but to the people of the community as well. The busy teacher must budget her time and strength wisely in

order to contribute her support to community activities which relate to the welfare of her school.

Conformity to community standards is essential to success no matter what the personal attitude of the teacher may be. It is a question of relative values and the ambitious, far-sighted teacher neglects no opportunity that will create a favorable attitude toward his or her work. The greater the good will which a teacher creates for herself in a community, the easier her work will be and the wider will grow the horizon of her influence. When the community is given no excuse for unfavorable criticism the prestige of the teacher and the opportunity for more effective work on her part are gained. It has been said that, "Students who are unwilling to be prudent and discreet in demeanor, to observe the ordinary rules of propriety of good homes, and in general, to conduct themselves as ladies and gentlemen, should not enter a teachers' college. The daily conduct of persons who expect to be teachers of boys and girls should be above reproach and criticism."

The beginning teacher dreads visiting homes. On inspection of the returns from the questionnaires sent to a group of student-teachers in New Hampshire reveals that "Home Visiting" stood seventh on the list of anticipated difficulties and fourth on the list of actual difficulties. This "dread" must be overcome during the training period for there is little possibility that the teacher who has graduated will discipline herself to do the disagreeable, unless it is un-

avoidable. The student is helped greatly by visiting for a time in company with the critic teacher. The worry, then, over what to say or how to gain admittance to the homes loses its significance.

The teacher's greatest asset is the ability to understand human nature. Some child may seem a tremendous problem, or another may apparently require little attention, but seen against the background of the home, he takes on added significance. A great change in attitude is shown after home visiting. More consideration, friendly understanding and charity are evidenced. The cultivation of charity in thought and act smoothes out many of the uncomfortable experiences through which a teacher must pass. "Though I speak with the tongues of men and angels and have not charity, I am become as sounding brass or a tinkling cymbal."

The teacher has always been held up as an example of all that is right and good. This attitude sets the stage for the interested teacher, making it easy for her to express her desire to be friendly. She should be sincere and natural in her ways and she should not hesitate to take the initiative in introducing herself to the parents. One of the most significant marks of culture is the thoughful consideration of those with whome one comes in contact.

The school exists for the elevation of society as a whole, achieved through adapting its work to the needs of its own particular community. The teacher who has visited the homes, who knows the attitudes and ideals of the community,

can best make this adaptation. No teacher can accomplish the greatest good working individually; neither can the parent. The teacher who takes her plans and purposes to the homes for a frank discussion with the parents is fairly sure of securing intelligent cooperation.

Many training schools use various score cards for home visiting, definite questions to be answered. The use of any such device in this connection seems a dangerous procedure. The student-teacher who pays a friendly call should do it in a friendly way. She has John or Tommy in her class; she is interested and she would like to meet his mother and find out if she has any suggestions to give. If the teacher goes as a census taker to determine the size of the family, its attitude toward the school or the number of books in the living room, a preoccupation on the part of the teacher and restraint on the part of the mother is apt to result.

President Hoover[1] has summarized the necessity and value of teacher-community cooperation. "The teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watch-

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[1]J. Frank Marsh, "THE TEACHER OUTSIDE THE SCHOOL, World Book Co., Yonkers-on-Hudson, N. Y., Frontispiece, p. X.

ful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people--approximately eight hundred thousand--so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record as that."

Finally: CRITERIA BY WHICH A TEACHER'S COMMUNITY ACTIVITES MAY BE JUDGED:

1. Is the teacher friendly to the people of the community?
2. Does her conduct set a worthy example?
3. Does she support worthy community enterprises?
4. Does she secure cooperation through home visiting?
5. Does she conform to community standards in a reasonable manner?

CHAPTER IX

CRITERIA FOR JUDGING GOOD TEACHING

THE STANDPOINT OF SUPERINTENDENTS AND HEADMASTERS

CHAPTER IX

CRITERIA FOR JUDGING GOOD TEACHING

THE STANDPOINT OF SUPERINTENDENTS AND HEADMASTERS

The aim of this paper is to discuss the value and procedure in using schemes for evaluating student-teachers with special reference to New Hampshire. New Hampshire, as has been stated previously, plans to train a sufficient number of teachers for its own needs. The aim of its teacher-training institutions must be, therefore, to graduate teachers prepared to do the work required by the superintendents and headmasters of the state.

In order to discover just what New Hampshire school men consider good teaching a questionnaire was sent to the one hundred and forty-seven superintendents and headmasters of the state. Replies were received and , in a few cases, additional information from one hundred and ten. The questionnaire with the results follows:

The purpose of the following questionnaire is to determine the qualifications and characteristics which New Hampshire superintendents and headmasters desire in their teachers.

A. Which of the following characteristics do you consider more important in teachers? Please number in order of importance.

Health	40	22	15	9	11	3
Community interest		5	5	8	27	49
(Social qualifications)						

Scholarship	4	25	29	19	16	6
Personality	54	24	12	7	2	1
General culture	2	18	12	21	23	22
Teaching technique	10	9	26	32	17	7

B. Please check the five characteristics in which your teachers, as a group, show strength and five in which they show weakness.

	Strength	Weakness
Playground supervision	10	52
Conforming to standards of community	34	11
Loyalty (to school, pupils, community)	71	4
Cooperating in community activities	26	29
The ability to maintain discipline	65	16
Providing attractive surroundings	26	16
The ability to adapt suggestions	22	27
Effectiveness of speech	8	31
Culture	19	15
Social balance	16	12
Religious tolerance	32	5
Daily preparation	56	16
Motivation of work	15	36
Attention to individual needs	23	38
Understanding of children	20	31
Scholarship	27	11
Skill in teaching	27	20
Professional growth	10	51
Economy in use of supplies	18	28

Efficiency in keeping records and in making reports	19	35
Ability to get on with people	25	7
Willingness to assume responsibility	38	25

C. Which of the following, in your opinion, need special attention during training? Please check the five which are most necessary.

The development of personality	79
The ability to maintain discipline	81
Direction in community activites	18
Personal efficiency (budgeting time)	50
Efficiency in keeping records and in making reports	23
Objective testing	18
Determination of objectives and the selection of subject matter	52
Motivation of work	70
Adaptation of "Contract methods"	15
Lesson types (problem, project, drill, appreciation, etc.)	25
Attention to individual pupil needs	74
Professional ethics	21

D. Please check the five personality traits in which your teachers, as a group, are strong and five in which they are weak.

	Strength	Weakness
Adaptability	12	22

Appreciativeness (Recognizing or feeling the value or worth of)	8	17
Attractive personal appearance (Neatness of dress, cleanliness)	81	3
Breadth of interest (In pupils, community, profession)	13	56
Consideration (Courtesy, kindliness, tact, unselfishness)	40	15
Cooperation (Helpfulness, loyalty)	77	5
Definiteness	8	29
Dependability (Consistency)	30	6
Diligence (Industry, patience, perseverance)	34	12
Enthusiasm (Alertness, animation, inspiration)	25	27
Exactness (Accuracy, carefulness, thoroughness)	6	40
Fluency	2	26
Forcefulness (Courage, decisiveness, firmness, purposefulness)	8	24
Good judgment (Discretion, foresight, intelligence)	19	15
Good taste	8	5
Health	37	3
Honesty (Fairness, frankness)	39	2

Leadership (Independence, initiative, originality, self-confidence)	11	28
Magnetism (Cheerfulness, optimism, pleasantness, sense of humor)	12	15
Open-mindedness	15	12
Progressiveness (Ambition)	18	30
Promptness (Punctuality, morality)	25	18
Self-possession (Dignity, modesty, poise, reserve)	20	17
Thrift	4	19
Propriety (Conventionality, morality)	27	2

Section "D" was taken directly from "The Commonwealth-Teacher Training Study"[1], Traits for Senior High School Teachers.

Many interesting comparisons can be drawn from these results. The items under "A" arranged according to importance would be:

Personality	54
Community interest	49
Health	40
Teaching technique	29
Scholarship	25
General culture	23

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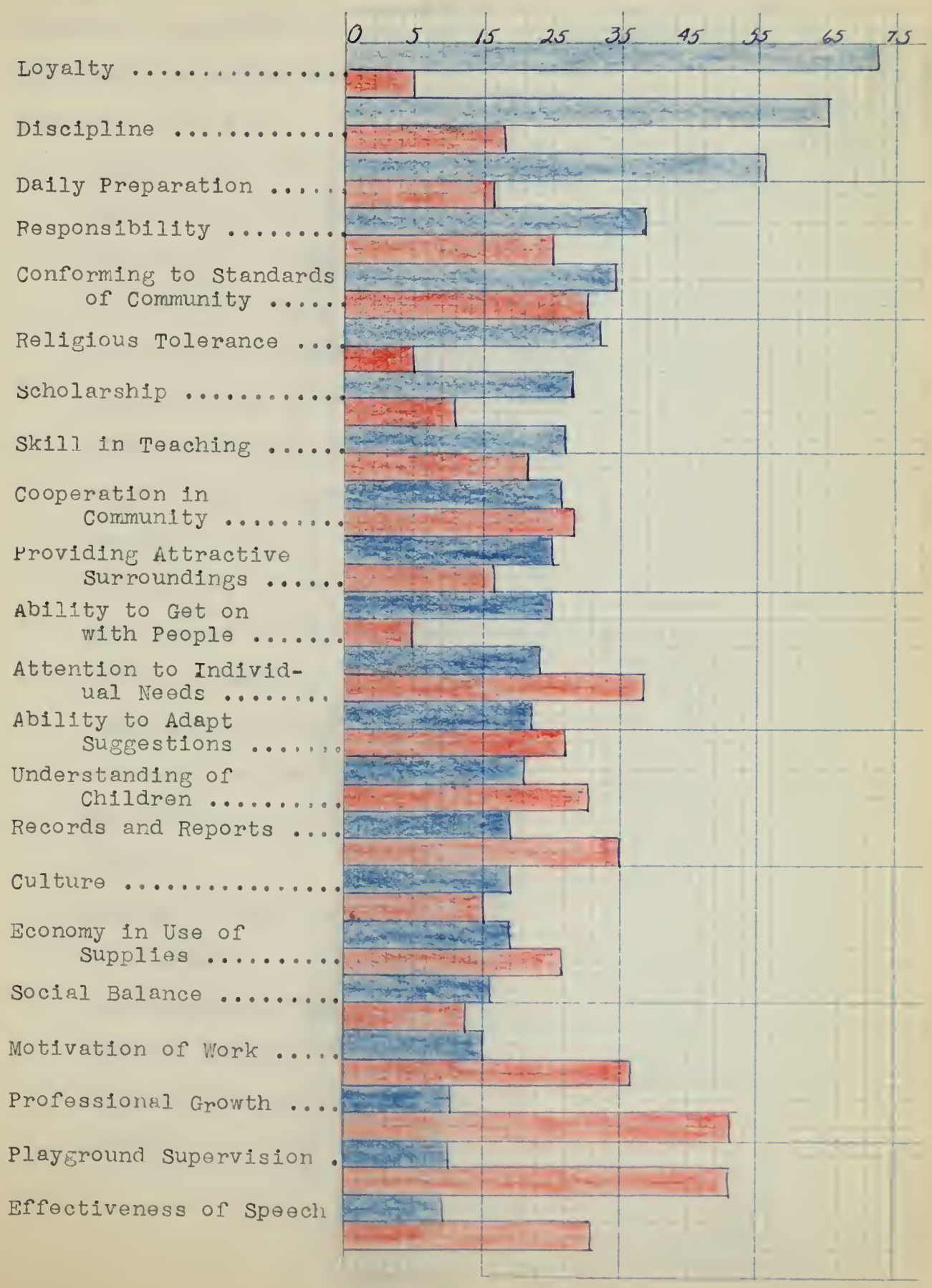
[1] W. W. Charters and Douglas Waples, "THE COMMUNWEALTH TEACHER-TRAINING STUDY, University of Chicago Press, Chicago, Illinoise (1929), p. 67.

One superintendent stated that it was difficult to check "A" as much depends on the community. An arrangement suitable for one group of schools would not necessarily be appropriate for another. Another remarked that, "given the right personality anyone can develop a teacher". Much can be said for and against such a statement. It is interesting, however, that personality does head the list.

A graph showing the comparison of strength and weakness brings out some interesting facts. The items are arranged according to the importance of the strengths as determined from the questionnaire. Beside each strength, its corresponding weakness is graphed. There is some little tendency for the "weakness" to gain as "strength" loses in importance. There are many apparent inconsistencies, however, which bears out a remark made by one superintendent that teachers do not lend themselves to such a broad generalization, each having strong or weak points.

STRENGTHS AND WEAKNESSES OF NEW HAMPSHIRE TEACHERS
AS ESTIMATED BY
110 SUPERINTENDENTS AND HEADMASTERS



The strengths do not interest those of us engaged in preparing prospective teachers so much as do the weaknesses. Those must be eliminated if possible. Arranged according to frequency they are:

Playground supervision	52
Professional growth	51
Attention to individual needs	38
Motivation of work	36
Efficiency in making records and reports	35
Understanding of children	31
Effectiveness of speech	31
Cooperating in community activities	29
Economy in use of supplies	28
The ability to adapt suggestions	27
Willingness to assume responsibility	25
Skill in teaching	20
Daily preparation	16
Providing attractive surroundings	16
The ability to maintain discipline	16
Culture	15
Social balance	12
Scholarship	11
Conforming to standards of community	11
Ability to get on with people	7
Religious tolerance	5
Loyalty (to school, pupils, community)	4

Playground supervision appears to be the most important weakness. It has been the experience of the writer that beginning teachers seem familiar with the principles underlying recreation and have a fund of information from which to draw but they lack the ability to lead. There is a tendency, a serious one, for pupils to stand around and watch the teachers "play".

Teachers need to be good salesmen of their athletic programs. Two student-teachers, within the training school with which the writer is connected, were asked to interest the girls in speed ball. It was suggested to them that they plan their procedure very carefully, aiming to secure a whole hearted response and cooperation from the pupils. At the appointed time, the two teachers concerned and the girls of the school met to organize their activities. One teacher introduced the subject by saying, "We are going to have two teams to play speed ball. ---------- is to be one captain and ---------- is to be the other. One team will be the "Bearers" and the other the "Braves". Then, she proceeded to name the girls on each team. What could have been worse? Could one have planned to discourage initiative more effectively? The girls played speed ball just one day under this "imposed teacher purpose".

How can leadership be encouraged and stimulated in the beginning teacher, especially in the one whose imagination is not particularly keen? The problem is difficult and

deserves our interest and attention. Mistakes similar to the one quoted above must be capitalized. The teacher must be made aware of her mistakes and new plans must be made which insure success. The suggestion is made that (1) more time be spent on planning, (2) interesting activities be chosen, (3) that definite references on "leadership be given and finally (4) that critic and teacher determine the characteristics which are concerned in the successful supervision of the playground. This will vary in some respects with the school. The following list is suggestive:

1. Did I chose interesting activities?
2. Did I secure the response of every pupil in my group?
3. Do I consciously or unconsciously boast of my ability?
4. Have I the courage to give directions? If not, why not?
5. Have I the determination to get results?
6. Do I teach loyalty by being loyal?
7. Do I try to win popularity by:
   a. overlooking faults
   b. playing favorites
   c. by sympathizing with the disgruntled.
8. Am I fair?
9. Am I just?
10. Have I courageous strength of character?
11. Am I enthusiastic?
12. Am I positive and decisive?

This list may be revised cooperatively from time to time as conditions require. By some rating of this kind the girl is able to determine her progress and her eyes are opened to her weaknesses.

The second greatest weakness was professional growth. The normal school and superintendent must share the responsibility for overcoming this apparent lethargy on the part of teachers. The normal school must imbue its graduates with an overwhelming enthusiasm and ambition to become better teachers, to become better leaders, and to make a place for themselves in society. If they graduate with an attitude of complacency; that it is finished; that they are educated or they know all that is to be known of teaching--professional growth is stopped before it has begun. Enthusiasm must be high. They, the beginning teachers, must realize that they are merely at the threshold of their profession, still novices. The superintendent must adopt them as they are, bolster up their courage and stimulate them to carry out their plans and achieve their goals.

The subject of individual differences demands attention. It stands out as a weakness. If our teaching tends to fall to a dead level, if it is the wholesale kind aimed at the middle group, then we have reverted to the kind of teaching by which many of us were taught. The beginning teacher needs to know what constitutes individual differences. She must be able to distinguish native from acquired differences. Her psychology courses prepare the way and courses

in testing and measurement provide the mechanics. The difficulty arises when the student teacher fails to see the relationship between theory and practice. She is equipped with tools but she needs direction and guidance in their use. Common sense and human understanding must soften and humanize her practices.

Under supervision, the beginner should carry out a testing program. With this material as a foundation, a remedial program should be planned, not aimed so much at accomplishment of subject matter as at adjusting the individual to his environment and in promoting his well rounded development. The abnormal, the subnormal, and the average groups must be discovered. Of equal importance is the determination of individual characteristics, those traits in which the child excells others or those which handicap him.

The New Hampshire teacher cannot depend on ability groupings to any extent because of the small size of the high schools in which early experience is secured. Individual differences must be taken care of almost wholly through ordinary class work. This is as it should be for the challenge of differentiating work and making individual assignments can then carry over into more difficult situations. All pupils can be given equal opportunity but not the same opportunity.

The success of a beginning teacher is largely determined by the way in which she is directed in doing her first planning. The writer finds it easier to require the considera-

tion of individual differences in the first lesson plan than to introduce the subject later and attain success. A differentiated assignment should be required from the very first plan or as soon in training as an investigation of individual differences has been made.

The beginning teacher needs some definite standard by which to study each child. The following is suggested:

1. Name
2. Chronological age
3. Mental age
4. I. Q.
5. Race
6. How long has he attended this school?
7. Previous school--if any?
8. Home environment
9. Physical handicaps
10. Mental handicaps
11. Peculiarities
12. Subject difficulties
13. Subject excellencies
14. Suggestions for helpful development

The fourth greatest and last weakness, which we will consider, is motivation. Motivation is interpreted variously by different individuals. Because of this difference and because of a lack of knowledge of what the term really stands for, many near crimes have been committed in the name of education. The dictionary defines motivation in terms of

education as, "to supply with a reason or object". It at once becomes apparent that our teaching must be objective and pointed. Motivation is selling the material to the pupil, presenting it in such a way that he sees its value and necessity in satisfying some urge or desire. He is not interested in the nebulous, far distant material but in that which has an immediate use and is of unquestionable value to him. Motivation in its best use secures the wholehearted response of the pupil. He accepts the problem as his own, takes the responsibility for its completion and forces himself to do and to accomplish as he could never be made to do by any teacher. When the teacher purpose is imposed, motivation is neglected and the child does because the teacher says he must not because his interests compel him to do. His attitude toward his work suffers, initiative is destroyed and the development of personality is impossible. Too many teachers apparently consider teaching a contest of wits; the teacher on one hand making the pupil do, leading him along in the dark with no sensible notion of what it is all about, and the pupil on the other hand just as determined that he will not do just because the teacher says he must. Why is it so difficult for teachers to take their pupils into their confidence and plan cooperatively what to do, how to do it and how to judge results? Because this problem of motivation does exist and because the superintendents, also, find it a problem, it should be required in every lesson plan. No beginning teacher should teach a lesson unless she has planned in detail just

how she intends to secure the whole hearted interest of her pupils.

The remainder of the list of weaknesses is important and must be considered if training is to be effective. The characteristics are more general in scope than the four discussed and time forbids any lengthy analysis of them.

Item "C" asks for those topics which require special attention during training. Arranged according to frequency of mention they are:

1.	The ability to maintain discipline	81
2.	The development of personality	79
3.	Attention to individual pupil needs	74
4.	Motivation of work	70
5.	Determination of objectives and the selection of subject matter	52
6.	Personal efficiency (budgeting time)	50
7.	Lesson types (problem, project, drill, etc.)	25
8.	Efficiency in keeping records and in making reports	23
9.	Professional ethics	21
10.	Direction in community activities	18
11.	Objective testing	18
12.	Adaptation of "Contract methods"	15

It is interesting to note the importance accorded discipline. It holds first place as a necessary consideration during training. It ranks second as a strength among New Hampshire teachers and fifteenth as a weakness. Skill in teach-

ing on the other hand ranks sixth as a strength, twelfth as a weakness. As has been stated previously, is not good discipline a companion of good teaching? If our teaching is good, if we accept the aim of education as "to fit the individual to live with and for others, that is, to be a useful member of society"[1], then our disciplinary practices must be conducted accordingly. The emphasis must be placed on industry, cooperation, helpfulness and teacher-pupil cooperation. Bagley[2] summarizes the functions of discipline under three statements which may be paraphrased as follows:

1. "To create and preserve the conditions that are essential to the orderly progress of the school.

2. "To prepare the pupil for effective participation in adult life.

3. "Gradually to impress the fundamental lessons of self-control."

The problems of discipline and personality challenge our interest because New Hampshire superintendents and headmasters consider them so important while the student-teachers, apparently, give them little consideration.

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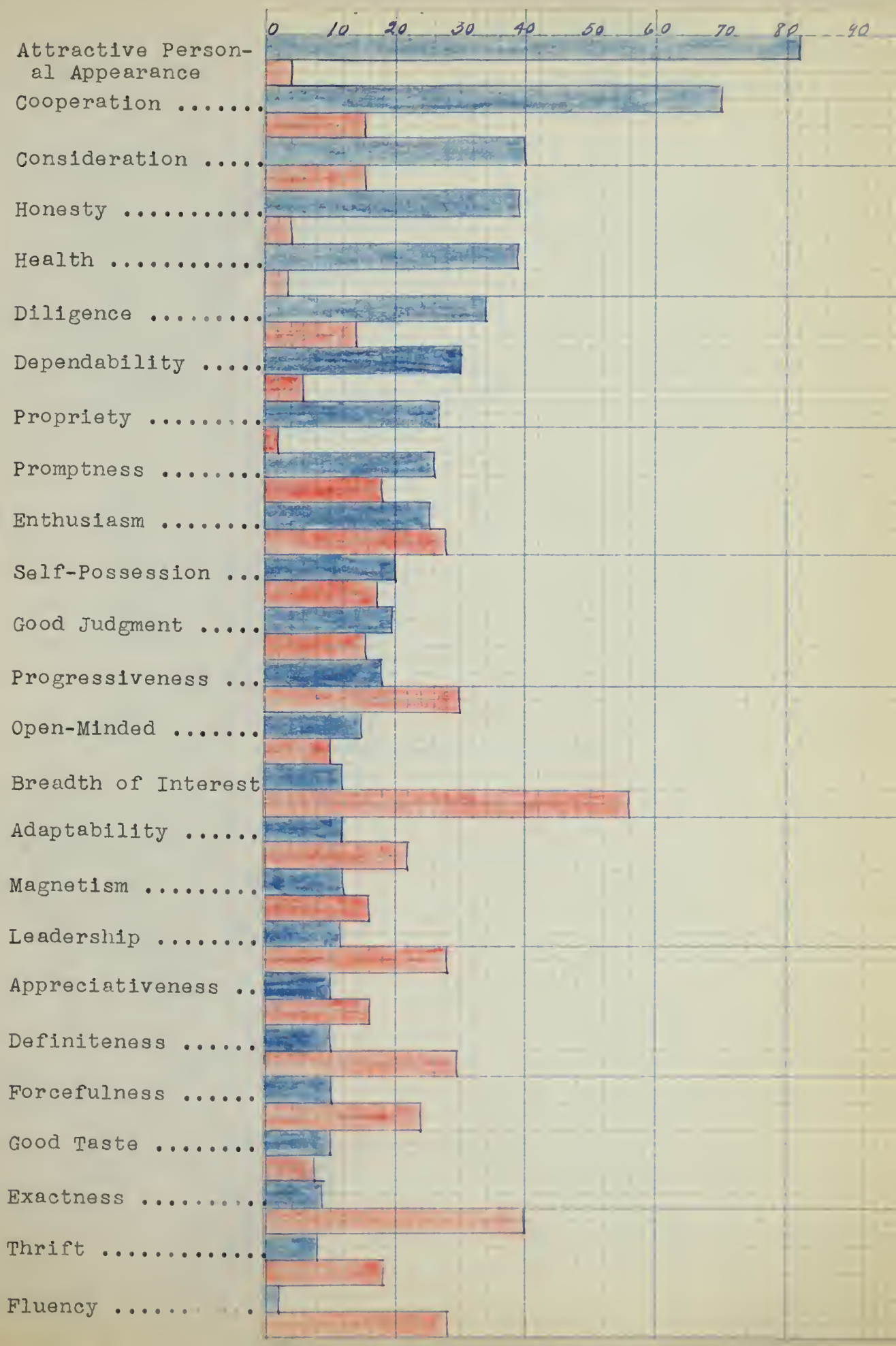
[1] H. H. Foster, HIGH SCHOOL ADMINISTRATION, The Century Co. New York, (1928), pp. 4-5.

[2] Edmonson, Roemer and Bacon, SECONDARY SCHOOL ADMINISTRAION, The Macmillan Co., (1932), p. 105.

The other outstanding topics requiring emphasis during training have been discussed previously.

If we arrange the traits in section "D" according to frequency of mention and graph beside of each strength its weakness, we find as with section "B" some tendency for weakness to gain as strengths diminish. The gain is not uniform however. Possibly this can be explained through the statement of one superintendent, that, "Every teacher shows at times all these traits in varying degree. The individual differences finally concentrate on some of these qualities and the "teacher character" becomes fixed".

A COMPARISON OF THE STRENGTH AND WEAKNESS OF PERSONALITY TRAITS OF NEW HAMPSHIRE TEACHERS AS ESTIMATED BY 110 SUPERINTENDENTS AND HEADMASTERS



Summary

It is possible to summarize this portion of the study by stating:

1. The characteristics considered most important for New Hampshire Teachers are:

   Personality

   Health

   Scholarship

   Teaching technique

2. The greatest strengths are:

   Loyalty

   Discipline

   Daily preparation

   Willingness to assume responsibility

3. The outstanding weaknesses are:

   Playground supervision

   Professional growth

   Motivation of work

   Individual differences

4. The phases of training which need special attention are:

   Ability to maintain discipline

   Development of personality

   Attention to individual needs

   Motivation of work

5. The strongest personality traits are:

   Personal appearance

   Cooperation

Consideration

Honesty

6. The weakest personality traits are:

Breadth of interest

Exactness

Definiteness

Leadership.

CRITERIA FOR JUDGING GOOD TEACHING FROM STANDPOINT OF SUPERINTENDENTS AND HEADMASTERS:

1. Has she a good teaching personality?

A B C D E

Attractive personal appearance

Cooperation

Consideration

Honesty

Diligence

Enthusiasm

Promptness

Self-possession

Propriety

Good judgment

2. Community leadership?

3. Health?

4. Skill in teaching technique?

5. Scholarship?

6. General culture?

CHAPTER X

PRACTICE TEACHING AS A PREDICTION OF TEACHING SUCCESS

CHAPTER X

PRACTICE TEACHING AS A PREDICTION OF TEACHING SUCCESS

"Professional education places its emphasis upon developing the ability to do something,--in this case to teach, to carry on the work of the school. This measn that the school, the actual school, is the key to the process. Liberal education may find an environmental sufficiency within its own walls, but the point of departure in the preparation of teachers is the actual school. In fact, the entire road of teacher preparation must be very close to this school."[1]

In the light of the above quotation, the necessity of knowing the degree of success attained by beginning teachers is apparent. Many investigations have been carried on and numerous correlations have been made. The State Teachers College in Slippery Rock, Pennsylvania[2], for example, at the close of 1929 asked the county superintendents for confidential information concerning the teachers, who had completed their first year of practice teaching. The aim of the study was to determine the significance of practice teaching ratings in predicting teaching success. 191 teachers were rated

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[1]Dr. Alfred C. Simpson, PROBLEMS IN TEACHER TRAINING, VOL. III, New York Society for the Experimental Study of Education, (1928), p. 145.

[2]L. H. Wagenhorst, "The Relation Between Ratings of Student-Teachers in College and Success in First Year of Teaching", EDUCATIONAL ADMINISTRATION AND SUPERVISION, XVI, no. 4 (April 1930), pp. 249-253.

on the "Pennsylvania Teachers Rating Score Card", the same card on which they were rated for practice teaching. The median for the group for practice teaching was 77.4%, for the median for ratings given by superintendents for first year of service was 70.3% and the median for ratings of first year of service from building principals or school board 78.7%. The correlation between the superintendents ratings and the ratings for practice teaching was .23 while the correlation between scholarship and practice teaching was .01. The difference between practice teaching and first year work may be due to the different standards of comparison. Practice teachers are compared with the inexperienced while beginning teachers are compared with an experienced group. Superintendents also tend to mark conservatively in order to avoid salary increases. In addition, their educational philosophy varies and each rates his teachers according to the phase of education which interests him most. It may be formal learning, pupil attitudes, ideals, appreciations, pupil response or any one of many other factors, which influences the final rating. Furthermore, there is no surety that these teachers are in positions for which they were trained.

Beginning teachers themselves have contributed much to the schools from which they graduated by stating which pases of normal school work was most helpful and which phases should be revised.

G. P. Cahoon[1], in the University High School Journal, reports an interesting study in follow up work, which contributes material to this discussion. Principals and superintendents were asked to rate 300 beginning teachers. The results were as follows:

	Frequency %	Cumulative %
Excellent	15	15
Good	49	64
Above average	26	90
Average	7	97
Below average	2	99
Decidedly below average	0	--
Unsatisfactory	1	100

This shows that 90% were above average and 97% were either average or above average. Such a rating appears very doubtful as it would be unusual for beginning teachers to achieve such a degree of excellence. A correlation between these marks and practice teaching marks would be meaningless since the range is so small and, apparently, there has been no similarity in standards.

As a part of the same study 350 beginning teachers were asked to report on the phase of training which was most valuable to them.

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[1] G. P. Cahoon, "What Beginning Teachers Need", UNIVERSITY HIGH SCHOOL JOURNAL, VOL. X, no. 2 (August 1930), pp. 131-159.

They reported the following:

Practice teaching	66%
Lesson plans	
Contact with critic, etc.	
Content courses	43.5%
Professional and method courses	32.6%
College activities	17%
Outside experiences	4.6%
None or no response	7.0%

They also reported the following ways in which training could be improved:

More varied experience	29.5%
Content courses adapted to high school level	22.5%
More classroom practice	15.6%
Content courses	12.4%
Theory courses	12.4%
Fewer courses	9.3%
More observation	8.5%
More practical section meetings	6.2%
Help in discipline	5.0%
More responsibility	3.1%
Less supervision	3.1%
Fewer lesson plans	3.1%
Personal contact with teachers	2.3%
None--O. K.	10.1%

Such investigations as the above gives the training school much definite practical help in revising curricula, adopting progressive measures and evaluating its own efficiency.

The writer carried on a somewhat limited investigation of the success of a group of eighteen beginning teachers in New Hampshire schools. Their academic averages were correlated with both practice teaching and actual teaching. The correlation between practice teaching and actual teaching was found and correlations were made between each trait rated in practice and actual teaching. The object of the investigation was to determine whether practice teaching predicted the degree of success in actual teaching or not. The results follow:

Median mark--actual teaching	85
Median mark--practice teaching	86
Mean for actual teaching	84.8
Mean for practice teaching	85.8

Correlations:

Practice teaching and actual teaching	.70
Academic average and practice teaching	.79
Academic average and actual teaching	.42

The above correlations are much higher than those obtained at the State Teachers College in Slippery Rock, Pennsylvania. This may be due to the fact that these beginning teachers in the group of eighteen were fortunate as they accepted positions in schools very similar to the one in

which they trained. An attempt was made to place each teacher where he would do the best work. The results show that they were well placed.

A correlation of the items on the rating cards of marks given during practice and during actual teaching discloses weaknesses that need attention. The correlation of traits was as follows:

Adaptability and resourcefulness	.72
Accuracy	.77
Ability to follow directions and suggestions	.93
Attention to individual needs	.95
Application of professional knowledge	.80
Balance of teacher and pupil activity	.90
Cooperation	.80
Control and discipline	.77
Decisiveness	.60
Daily preparation	.74
Devices and illustrations	.33
Enthusiasm	.97
Executive ability	.58
Grasp of subject matter	.77
General scholarship	.92
Growth of pupil initiative	.85
Growth of pupils in subject matter	.74
Health	.69
Habit formation	.91
Housekeeping	.95

Intellectual capacity	.86
Initiative	.83
Industry	1.00
Light, heat and ventilation	.64
Lesson plans	.91
Motivating work	.81
Organization	.94
Personal appearance	.72
Professional growth	.89
Qualities of leadership	.77
Questioning	.80
Reliability	.62
Self-reliance	.83
Self-control	.85
Sense of justice	.78
Stimulating thought	.80
Supervision of play and recreation	.80
Tact	.66
Teaching how to study	.83
Testing and grading	.73
Understanding children	.64
Use of English	.84
Voice	.72

These results are, as a rule, satisfactory. Several, for example, decisiveness, use of devices, use of illustrations and executive ability, show the need of immediate consideration.

The various studies show that practice teaching is a good indication of teaching success and that scholarship and actual teaching are positively correlated. The statement has been made that high academic marks are a better indication of teaching success in a student in teachers college than in a student in a liberal arts college. No data is available but the results of the writer's investigation seem to favor the theory, whereas, the Pennsylvania investigation given on page 118 provides little favorable evidence.

Some measure of teaching efficiency is necessary before any practice can be evaluated. In the light of the investigation of the success of a New Hampshire group, it seems safe to say, that in a select group trained for definite situations, practice teaching does indicate teaching success.

CONCLUSIONS:

1. Beginning teachers have contributed data to the normal schools from which they graduated. This has been useful in revising procedures.

2. Actual teaching correlated more closely with practice teaching than with academic average.

3. Practice teaching is a better indication of teaching success than is academic average.

4. Practice teaching does predict teaching success.

CHAPTER XI

RECOMMENDATIONS RESULTING FROM THE STUDY

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"Out of the past the present has evolved. The record of the evolution is one of blunders, intentional wrong doings and partial successes. Yet through the light of these records we may prevent the recurrence of old mistakes and sometimes glimpse a vision of better things to come. The history of the preparation of teachers has all these things."[1] It is very possible that at no time in history has education evolved more rapidly than at the present. Changing conditions demand that educators give their best in service, enthusiasm and intelligent interest to this evolving process, which is the foundation of our civilization.

The aim of this paper has been to discover, by means of various investigations, weaknesses and shortcomings in student-teaching with particular reference to New Hampshire. It is of no particular value to determine defects if no attempt is made to remedy them. As each problem has been discussed in this paper, recommendations have been made. Those recommendations for the sake of clarity and emphasis must be expanded and summarized.

Schemes for rating teachers are criticised severely but no one suggests that the schemes should be discontinued.

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[1]Arthur R. Mead, SUPERVISED STUDENT TEACHING, Johnson Publishing Co., New York, (1930), p. 1.

Criticism is a good thing when it is constructive and sincere.

The supervisor and beginning teacher are confronted with a problem, how can this student achieve success as a teacher? Both must know all along the line just what progress is being made and where the outstanding difficulties are located.

MY RECOMMENDATIONS RESULTING FROM THIS STUDY ARE:

1. A RATING CARD IS ESSENTIAL IN EVALUATING THE WORK OF STUDENT TEACHERS.

The supervisor and student-teacher should use some sort of rating card frequently throughout training because:

(1) It provides a measuring-stick of the student's ability to apply educational theory in practical situations.

(2) It furnishes the data for constructive conferences.

(3) It enables the student to determine progress and attainment.

(4) It enables the supervisor and student to formulate common aims and objectives.

2. THE SUPERVISOR AND STUDENT SHOULD COOPERATE IN FORMULATING A RATING CARD.

The rating sheet must, to a certain extent, be adapted to the situation, in which it is used and to the people who use it. There are items common to all teaching activities which should be included and others peculiar to the users. A student-teacher, like any other learner, is more interested in a project in which she has assisted than in one imposed upon her. Cooperation in developing a rating scheme motivates response. The variability in rating sheets is shown by the

fact that 216 different items appeared on the rating sheets of 78 different teacher-training institutions.

3. BEGINNING TEACHERS SHOULD BECOME ACCUSTOMED TO EVALUATING THEIR WORK BY MEANS OF RATING SHEETS.

Teachers as a whole object to rating. They look upon it as an imposition of superior authority and fail to grasp its significance to them and to their profession. If, however, they become accustomed to using it as a guide and standard, its value will no longer be questioned.

4. THE RATING SHEET SHOULD BE OBJECTIVE.

The rating sheet should aim at the accomplishment of definite objectives. Because of this the items should be so carefully chosen that there is no overlapping. Each item should be so clearly defined that people would agree on its interpretation. As an example of what can be done in the way of objective rating, a scale devised by Dr. Winifred E. Bain of Teachers College, Columbia University is included. This "Analytical Rating Scale for Student-teachers" is copyrighted and is used with the permission of Dr. Bain.

AN ANALYTICAL RATING SCALE FOR STUDENT TEACHERS

MANAGEMENT OF PHYSICAL CONDITIONS AND ROUTINES

1	2	3
:	:	:

1. Attends to temperature, lighting, and ventilation of room only when told to do so.

   Leaves her own books, papers, and wraps in the way of others unless told to care for them.

   Permits disorder among children's wraps.

   Cannot be relied upon to keep in order books, supplies, milk bottles, blackboards, plants, and the like unless told to do so and supervised in the doing.

   Permits children to deface furniture and books, waste materials, keep untidy desks, strew paper and other materials on the floor.

   Spends undue amont of time on room decorations and not enough on arrangement of furniture, materials, and books for convenience of children's active pursuits or upon the display of children's work or arrangement of supplementary educative materials such as news items, nature materials, museum collections, and the like.

   Needs to be told how to keep records and reports. Needs frequent reminders to do so.

2. Attends to temperature, lighting, and ventilation of room without reminder to do so when it is her respon-

sibility.

Is orderly in care of her own books, wraps, and other materials.

Cares for children's wraps in an efficient manner.

Takes responsibility for care of books, materials, blackboards, milk bottles, etc.

Takes full responsibility for seeing that children do not deface school property while she is in charge.

Keeps room in good order. Has materials ready when needed. Does much to make the room attractive and convenient. Is able to keep all records and make reports from printed directions in the register and assumes responsibility for doing so.

Insists upon order in putting on wraps and forming lines. Uses signals and sees that they are obeyed.

3. Is skillful in promoting in children a sense of responsibility and pride in the care for and arrangement of the room. Under her guidance the room is arranged in accord with real aesthetic values.

With children, cares for materials, plants, blackboards, etc. Arranges room for convenience in active pursuits.

Under guidance children show a feeling of pride in care of furniture, books, materials. Children themselve take responsibility for passing waste baskets, clearing out desks, etc.

Is skillful in promoting in children a desire to

bring in and arrange nature materials, museum collections, and the like.

Helps children to set up and attain standards for such routines as dismissal, passing papers, and the like.

PLANNING WORK

1	2	3

1. Depends entirely upon textbooks, course of study, and the supervisor for the organization of her work. Makes detailed plans only under the direct guidance of the supervisor.

   Appears not to spend enough time on plans or else lacks ability to think clearly through the necessary relationships between subject matter and child experiences, activities, and learning.

   Does not present plans in time for supervisor's criticism before teaching.

2. Makes logical plans following carefully the course of study.

   Confers with the supervisor concerning her share in the responsibility for the work of the grade and then plans independently with considerable forethought.

   Plans for the most part have a logical basis in the presentation of subject matter and the question and answer method of emphasizing, comparing, and applying what is to be learned.

Plans for the work are fitted to the ability and interests of the average of the group. Little or no attention is given to planning to meet individual differences in children.

Can be depended upon to present plans in sufficient time for supervisor's criticism.

3. Is intelligent in the way in which she can see in the subject matter of the course of study possibilities for units of activity and experiences for children. Has foresight to plan large units of work.

Is skillful in using leads of the children in developing her unit plan.

Is skillful in providing for needs of individual children with varying capacties and interests.

Children help with much of the planning.

Draws upon a rich background of materials in her planning.

Employs special psychology of learning for each subject for which the plan is made, i. e., recognizes law of economical drill; makes application of rules for establishing motor skills; applies rules for aiding in problem solving, etc.

TEACHING ABILITY

1	2	3
:	:	:

1. Exhibits faulty technique of teaching such as porr grouping of class, eliciting chorus responses, lapsing into nervous mannerisms as repeating answers, responding to children with "all right", etc.

   Gives evidence of poor planning or inability to put plans into operation.

   Uses artificial devices to secure attention and purposing; i. e., external rewards and punishments which have no relation to child's learning.

   Appears to disregard or fails to understand the psychology of learning and its special application to each subject.

   Is monotonous in method employed. Fails to make application of what is taught. Children to do make progress under teacher's guidance.

   Has difficulty in holding attention of children; scolds them; makes threats.

2. Has systematic, effective techniques of conducting the class.

   Can be depended upon to carry out her plan as approved by the supervisor.

   Holds up a high standard of attainment for children and bonds every effort toward having them attain it.

   Uses a variety of appeal and a variety of ways of repeating and making application of the material so as to secure mastory.

Teaches entire class as a unit with little regard for individual differences.

Limits children's questive expression. Employs rather the method of close teacher direction and pupil imitation.

Uses tests to discover whether subject matter has been mastered.

3. Is skillful in discovering possibilities for active experiences which will add breadth and vitality to children's learning.

Draws upon children's own experiences and interests and finds ways of extending them. Is able to follow children's leads and bring them to profitable fruition even though they were unforeseen.

Fits teaching to the needs and capacties of individual children.

Stimulates children to do independent thinking. Stimulates them to broaden their interests in the world about them.

Is able to guide children through large units of their own purposing with distinct profit to the children in the acquisition of the school arts;i. e., a school newspaper or magazine, a store.

Use tests as teaching devices. Systematizes school standards by charts showing progress of each pupil. Children share interest in their own records.

UNDERSTANDING OF CHILDREN

1	2	3

1. Gives evidence of lack of understanding of children. Treats children as a group. Lacks discrimination of and provision for individual differences. Disregards opportunities for improving children's physical health and development. Keeps them inactive for periods that are too long. Permits unsanitary practices at luncheon period, toilet, fountain, etc.

   Is apparently not cognizant of eyestrain produced by the seating arrangement of certain of the group in relation to the blackboard, charts, or flask cards.

   Disregards opportunities for securing among children cleanliness of hands, face, body, clothing, hair, teeth, nails.

   Shows disregard for or lack of understanding of children's emotional natures. Nags at children, threatens punishment, talks about the poor conduct in the room rather than praising the good. Is personally offended by bad conduct of children. Appears to know nothing of children's out-of-school life.

2. Is efficient in general care for needs of group. Is attentive to children's physical needs. Takes care that members of group have opportunity to see the blackboard, etc., without eyestrain. Is diligent about child-

ren's handwashing and other sanitary measures. Sees that they have water to drink at some time during the session.

Gives children formal exercises between classes.

Has no trouble with discipline. Insists on conventional courtesies. Children are attentive and respectful. Teacher is satisfied with children's adjustment when schoolroom order is maintained. Mainly concerned with child's mental growth.

3. Is particularly skillful in giving opportunity for expression of individuality of each child.

Is studious in effort to discover the individual differences in social and emotional adjustment and intellectual capacties of each child.

Finds ways of putting social responsibilities upon difficult children.

Makes contacts with children's out-of-school life. Is tactful in drawing out shy children. Is skillful in giving children a feeling of responsibility for themselves and pride in the conduct and accomplishment of the whole group.

PERSONAL WORTH AND POSSIBILITIES FOR PROFESSIONAL GROWTH

1	2	3
:_____:	_____:	_____:

1. Is hampered by lack of physical health and vigor.

Lacks necessary rich background of subject matter; uses poor English; is weak in spelling.

Has not a pleasing personality in the schoolroom; too harsh, severe, crude, lifeless.

Is dependent upon supervisor to tell her what to do and see that she does it.

Finds it difficult to adjust to situations.

Is nervous or irritated by lack of preparation and limited success.

2. Gives evidence of possibilities for growth by conscientious effort exerted and amount of improvement during the period of practice teaching.

Is diligent in professional reading.

Is open-minded in taking suggestions.

Is discreet in social relationships.

3. Is a strong student and able teacher and gives evidence of possibilities for still greater growth.

Is physically vigorous.

Has a personality of refinement and charm.

May be depended upon to do the appropriate thing.

Is an independent, broadminded thinker and one tolerant of others.

VIELE EXTENSION OF BAIN SCALE

PROFESSIONAL GROWTH

Health

1. Lacking in physical health and vigor. Is nervous and occasionally irritable in class room. Has lifeless manner. Tires too easily. Misses time from school because of illness. Preparation and execution of plans suffer because of physical disability. Loud rasping voice. Handicapped because of halitosis.

2. Apparently well, but no particularly vigorous. Becomes impatient when tired.

3. Vigorous, fine, strong physique. "Radiating health and happiness". Energetic, patient and tireless in effort. Always in excellent spirits.

PLANNING WORK

Mastery of Subject Matter

1. Knowledge of materials taught confined to information given in texts used by pupils. Makes occasional errors in class and displays lack of information by inability to guide children and by inability to contribute.

2. Is able to bring to pupils additional materials and information. Is able to help children find answers to some of their questions if given notice. Is only fairly resourceful.

3. Has a wide range of information in many fields from which she is able to draw to interest pupils and to use their leads. Is able to provide for individual interests. Contributes much information from many sources and guides children in a search for materials which interest them.

TEACHING ABILITY

Use of English

1. Lacks knowledge of facts of English Grammar. Makes serious grammatical errors when speaking and writing, such as using singular verbs with plural subjects, plural forms of pronouns for singular, etc. Expresses ideas inadequately as well as incorrectly. Overuses slang.

2. Uses correct English in speaking and writing. Shows little originality in expression. Vocabulary limited.

3. Expresses herself correctly and well. Has a wide vocabulary. Shows originality and charm in expression of ideas.

	E	D	C	B	A
	1		2	3	
Management of Physical Conditions and routine					
Planning Work					
Teaching Ability					
Understanding Children					
Personal Worth--Professional Growth					

Grade Value in Letters

A - 1
B - 2
C - 3 (count 6 for double value)
D - 4
E - 5

To Determine Letter Value as illustrated from above profile:

```
        3
        2.5
        2
        2
        2
      ------
      11.5
      - 2      double value for Teaching Ability
      ------
5   ) 13.5
      ------
        2.7 = B +
```

5. THE RATING SHOULD BE NUMERICAL RATHER THAN LITORAL.

The fact that only four schools out of the 78 investigated used litoral ratings is an indictment on litoral ratings and shows that they are held in high disfavor. School people are beginning to realize that many of the characteristics they are attempting to evaluate are intangible.

6. THE RATING SHEET SHOULD INCLUDE ITEMS ON THE RESULTS OF TEACHING FROM THE STANDPOINT OF PUPIL GROWTH AND DEVELOPMENT.

The majority of rating sheets stress what the teacher is rather than what she can do. If teaching does not produce better boys and girls it is futile. Any sensible appraisal of teaching ability must include an estimate of pupil reactions.

7. NEW HAMPSHIRE TEACHERS SHOULD BASE THEIR RATING SHEET ON THE CHARACTERISTICS WHICH NEW HAMPSHIRE SUPERINTENDENTS AND HEADMASTERS CONSIDER ESSENTIAL.

New Hampshire superintendents and headmasters are familiar with the conditions in their unions and districts. A rating sheet based on what they consider necessary should be valuable.

8. BEGINNING TEACHERS IN NEW HAMPSHIRE MUST BE MADE TO REALIZE THAT THEY ARE NOT SUPERIOR AND THAT THERE IS MUCH FOR THEM TO LEARN.

The group investigated considered itself superior. Its good opinion had increased at the end of a nine-week quarter. They must be encouraged to acquire an open-mind and scientific attitude.

9. THE RIGHT TEACHING PERSONALITY MUST BE ACQUIRED.

The results of the study of reactions before and after training show that these beginners think too highly of themselves. They must be made to evaluate themselves more accurately, they must be criticised, and they must learn to appreciate and to demand constructive criticism.

10. STUDENT-TEACHERS MUST ACQUIRE THE RIGHT ATTITUDE TOWARD THEIR COMMUNITIES.

No teacher can afford to neglect any opportunity for creating a favorable attitude toward her and her school. Her work will be easier and her influence greater if the community is given no opportunity for unfavorable criticism. The beginning teacher must be encouraged to be natural, to be friendly, to be charitable, and to be conscious of the

importance of her example.

11. BEGINNING TEACHERS IN NEW HAMPSHIRE MUST BE GIVEN DEFINITE HELP IN PLAYGROUND SUPERVISION.

New Hampshire superintendents considered the supervision of the playground the most important weakness of their teachers. This weakness must be converted through thoughtful consideration with an outstanding strength.

12. THE THEORY AND PRACTICE OF INDIVIDUAL DIFFERENCES MUST BE MORE CAREFULLY TAUGHT.

This, again, was a weakness and, as such, deserves a clever plan of remedial work.

13. NEW HAMPSHIRE TEACHERS MUST LEARN TO MOTIVATE THEIR TEACHING MORE SUCCESSFULLY.

The inability to motivate work indicates a poor teacher, one who lacks the ability to chose worthwhile material and to convince her pupils of its value and necessity.

This study develops nothing new in education; it makes no outstanding recommendations, but it has been of inestimable value to the writer and because of that fact may do something in practical application to improve training in New Hampshire.

The success of New Hampshire schools rests in the hands of its teachers. No system is better than its teaching staff and only as improvement and progress comes in training will a higher level of instructional skill be attained.

"What the future of teaching may be is difficult to

forecast. It presents a possible career of many attractions, but it is not a career for the seeker of wealth as measured by worldly riches. It affords an opportunity to exercise great power, although probably unrecognized. With this power one must consider its possible use. There are grave dangers to be avoided. Fame in the profession has been restricted to a few who have held positions of prominence. The classroom teacher has been virtually excluded from the halls of fame. At present the emphasis shows an inclination to shift, not from the great thinkers, authors, lecturers, and administrators, but toward the classroom teacher as an added factor of importance. Truly the classroom teacher deserves recognition, and great skill should not pass unrewarded by public acclamation. Upon this point lies a great hope for a greater professional consciousness."[1]

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[1] Ned H. Dearborn, AN INTRODUCTION TO TEACHING, D. Appleton and Co., New York, (1925), pp. 12-13.

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